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A social-emotional development program was undertaken in grades 1 through 6 in a project designed to improve the classroom climate for Spanish speaking children, and to improve channels of communication between cooperating teachers, student teachers, and college supervisors. Under the guidance of cooperating teachers, student teachers presented 30-minute video-taped teaching demonstrations. The 3 groups evaluated the demonstrations on differentiation, social organization, initiative, content, variety, competency, climate-teacher, and climate-pupil. There were significant differences in ratings on all dimensions except content. There were also differences in pre-conference and post-conference ratings by the same individuals. Recommendations for further study included: effects of verbal behavior relationships of students and teachers; creation of a better learning environment through coordination of efforts by cooperating teachers, student teachers, and college supervisors; and the effect of each aspect of the elementary school curriculum on the achievement of Spanish-speaking children. (SW)

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CLASSROOM CLIMATE

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Dorothy L. Boyd

Southwest Texas State College

San Marcos, Texas

June, 1968

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TABLE OF CONTENTS

Chapter Page

SYNOPSIS 1

I. INTRODUCTION 3

Statement of the Problem 4

Procedure 5

Organization of the Report 6

II. SOCIAL-EMOTIONAL DEVELOPMENT PROGRAM 7

Needs of Spanish-speaking Children 7

Attempts to Meet Those Needs 8

Samples of Program on Video-Tape 10

Summary 11

III. RATINGS OF THE SERIES OF VIDEO-TAPED TEACHING DEMONSTRATIONS BY GROUPS OF COOPERATING TEACHERS, STUDENT TEACHERS, AND COLLEGE SUPERVISORS 12

Differentiation 14

Social Organization 15

Pupil Initiative 15

Content 18

Variety 21

Competency 21

Climate-Teacher 23

Climate-Pupil 26

Summary 26

Chapter Page

IV. RATINGS OF INDIVIDUAL VIDEO-TAPED TEACHING DEMONSTRATIONS BEFORE AND AFTER CONFERENCES 29

Cooperating Teachers 30

Student Teachers 32

College Supervisors 34

Summary 36

V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDY 38

Summary 38

Conclusions 40

Implications 41

Suggestions for Further Study 42

APPENDIX A: Classroom Observation Schedule 44

APPENDIX B: Sample Depth Study 50

APPENDIX C: Sample Video-Tape Script 55

APPENDIX D: Comparisons of Ratings of Video-Taped Teaching Demonstrations 57

APPENDIX E: Bibliography 78

ERIC REPORT RESUME 81

LIST OF TABLES

Table — Page

I DIFFERENCES IN RATINGS OF DIFFERENTIATION BY THREE GROUPS 16

II DIFFERENCES IN RATINGS OF SOCIAL ORGANIZATION BY BY THREE GROUPS 17

III DIFFERENCES IN RATINGS OF PUPIL INITIATIVE BY THREE GROUPS 19

IV DIFFERENCES IN RATINGS OF CONTENT BY THREE GROUPS 20

V DIFFERENCES IN RATINGS OF VARIETY BY THREE GROUPS 22

VI DIFFERENCES IN RATINGS OF COMPETENCY BY THREE GROUPS 24

VII DIFFERENCES IN RATINGS OF CLIMATE-TEACHER BY THREE GROUPS 25

VIII DIFFERENCES IN RATINGS OF CLIMATE-PUPIL BY THREE GROUPS 27

IX DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY COOPERATING TEACHERS 31

X DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY STUDENT TEACHERS 33

XI DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY COLLEGE SUPERVISORS 35

SYNOPSIS

The purpose of this study was to improve the elementary classroom climate for Latin-American children and to improve channels of communication between cooperating teachers, student teachers, and college supervisors. The questions investigated were: (1) Can more than one dimension of a social-emotional development program for Spanish-speaking children in an elementary school classroom be filmed on a thirty-minute video-tape? (2) Are there significant differences in the ratings of video-taped teaching demonstrations when ratings are made by groups of cooperating teachers, student teachers, and college supervisors? (3) What contributions can video-taped teaching demonstrations make to the improvement of conferences between cooperating teachers, student teachers, and college supervisors?

In order to improve classroom climate, a social-emotional development program was undertaken in grades one through six, and video-taped teaching demonstrations were filmed in twenty classrooms. Cooperating teachers in the public schools guided the work of student teachers who presented the teaching demonstrations. Through this approach it was found that more than one dimension of a social-emotional development program for Spanish-speaking children in an elementary classroom could be filmed on a thirty-minute video-tape, and for this study the dimensions were: Differentiation, Social Organization, Initiative, Content, Variety, Competency, Climate-Teacher, and Climate-Pupil. There were significant differences in large group ratings of the entire series of video-tapes on six dimensions. The slight differences in ratings of Content were not statistically significant.

Comparison of ratings of video-taped lessons indicated that there were also differences in pre-conference and post-conference ratings by cooperating teachers, student teachers, and college supervisors.

The differences in the ratings of the demonstrations by the three groups indicated that participants had a tendency to perceive different things when observing the same lessons. The finding that conferences led to ratings in the predicted direction on Differentiation, Variety, Competency, Climate-Teacher, and Climate-Pupil indicated that conferences did have positive value in improving communication between cooperating teachers, student teachers, and college supervisors. One recommendation resulting from the study was that additional attempts of this kind be made to enhance the self-concept of the Latin-American child. The responses of both the children and their parents were gratifying. A second recommendation was that more time be allotted for three-way conferences between cooperating teachers, student teachers, and college supervisors. If the objectives of the teacher education program are going to be achieved, there must be more effective communication between these three groups.

CHAPTER I

INTRODUCTION

All across the nation this fact is evident: More appropriate ways of teaching are needed for children who come from impoverished homes. Even without the further complications of racial or bilingual factors, there is gross evidence that traditional school practices fail to reach, serve, or hold a disturbingly large percentage of this majority of our youth. It is also evident that if actual improvement of instruction is to be achieved, new insights and techniques must be conveyed to both present and prospective teachers (Peck, 1964). In Southwest Texas the principal culturally disadvantaged pupils are the Americans of Mexican descent (usually referred to as Latin-Americans or Spanish-speaking children). Because of their second-language, these children have faced problems of social and emotional development unfamiliar to children from middle and upper class homes (Manuel, 1965).

Since the Spanish-speaking child often enters school with a language handicap as well as a limited background of experiences, it is essential that the classroom climate he encounters be positive in nature. It is only when the child has developed a healthy concept of self that he is able to learn effectively; and the image he acquires of his own worth emerges, in part, from the atmosphere which surrounds him in the elementary school classroom. The receptiveness of his teachers provides him with reassurance and a feeling of belonging or the opposite; and according to Sanchez, his willingness to speak and to listen to others is dependent upon his human relationships. Each classroom teacher faces the challenge of preventing discouragement, inspiring hope, and stimulating the development of normal traits of personality. For that reason, teaching techniques are needed which focus on ways of improving the type of human organization provided in a classroom.

It is generally conceded that learning is most effective in a positive classroom climate, and this is particularly important to the Spanish-speaking child. Since over sixty per cent of the children in the San Marcos area are Latin-American, the primary purpose of this project was to encourage a healthy classroom climate for these children. It was thought that a social-emotional development program conducted cooperatively by in-service elementary school teachers, student teachers, and college supervisors would lead to more effective ways of helping each child develop a positive self-image and subsequently reach his maximum potential. The assumption that teachers teach far more in their total interactions with children than they do simply with the intellectual content in an area led to the study of specific dimensions of classroom climate.

Statement of the Problem

This study marked the beginning of a long-term effort in research, demonstration, and dissemination focused on the improvement of classroom climate for Latin-American children. The broad objectives were to initiate a social-emotional development program for the Spanish-speaking child, to improve channels of communication between cooperating teachers, student teachers, and college supervisors, and to disseminate the findings of the study. In order to delimit a portion of the study for research purposes, the following questions were the basic concerns of the investigation:

(1) Can more than one dimension of a social-emotional development program for Spanish-speaking children in an elementary school classroom be filmed on a thirty-minute video-tape?

(2) Are there significant differences in the ratings of video-taped teaching demonstrations when ratings are made by groups of cooperating teachers, student teachers, and college supervisors?

(3) What contributions can video-taped teaching demonstrations make to the improvement of conferences between cooperating teachers, student teachers, and college supervisors?

Procedure

Twenty teachers of Spanish-speaking children in grades one through six in the San Marcos Public Schools participated in the project. Throughout the report they have been referred to as cooperating teachers. Under their direction, student teachers prepared depth studies as part of the social-emotional development program. Teaching demonstrations in elementary school classrooms which were recorded on video-tape were sample lessons from the depth studies in progress. Each video-taped demonstration was shown to cooperating teachers, student teachers, and college supervisors. Participants rated each demonstration using forms based on the Classroom Observation Schedule (Appendix A). This instrument made it possible to derive a quantitative description of the type of human organization observed in a classroom. Numerical ratings were obtained for the following dimensions: Differentiation, Social Organization, Pupil Initiative, Content, Variety of Activities, Teacher

Competency, Climate-Teacher, and Climate-Pupil. Scores on these dimensions for each demonstration were compared by using analysis of variance to determine whether or not there were statistically significant differences in the ratings (Li, 1957). The first rating session was followed by conferences between cooperating teachers, student teachers, and college supervisors. A second rating session of demonstrations was held. Ratings made before conferences were compared with ratings made after conferences to determine the extent of improvement of communication between participants relative to the teacher-pupil interaction observed.

Analysis of variance was used to determine whether or not there were statistically significant differences in the ratings on each dimension by the three participating groups. In addition to this, graphs were prepared to illustrate the relationship between the ratings of each individual student teacher by himself, his cooperating teacher, and his college supervisor before and after conferences (Appendix D).

Organization of the Report

The report of the study has been organized as follows: Chapter II describes the social-emotional development program, Chapter III explains the group ratings of each dimension of the program observed, Chapter IV reports the findings related to ratings of each teaching demonstration before and after conferences, and Chapter V summarizes the results of the project.

CHAPTER II

SOCIAL-EMOTIONAL DEVELOPMENT PROGRAM

The term "social-emotional development program" refers to a process approach to improving the curriculum in such a way that each child's social and emotional development receives careful attention and in such a way that each child develops a positive self-image. In this study the program was organized around activities providing for social interaction. It included development of cognitive behaviors associated with successful human relationships. Organization of the development of verbal behavior began with the needs of the child and the content of the program arose from experiences with phenomena provided in the classroom environment.

Needs of Spanish-speaking Children

Although the needs of all children have similarity because of the basic humanity of all, the Spanish-speaking child has needs which seem to cry out for attention. Those which were identified by teachers involved in the project were: self-acceptance, acceptance by the group, an understanding of others, cooperative behavior, concept and vocabulary formation, skills in thinking, and an understanding of generalizations about human relationships.

Teachers who worked with these children believed that the improvement of the Spanish-speaking child's communication skills (listening, speaking, reading, and writing) revolved around the child's feeling about himself and his desire to learn. In order for a Spanish-speaking child to acquire effective communication skills in English and Spanish, an intermediate agent (a professional teacher) was needed to guide the child's social-emotional development and to provide a positive classroom climate. Experiential, conceptual, bilingual, and mental factors needed particular attention.

Attempts to Meet Those Needs

Experiential factors received attention by teachers and student teachers participating in the project. A variety of direct experiences were provided for children to build the foundation for understanding. The use of objects led to direct learning through sensory contact with reality on a perceptual level. The progression of experiences based on children's interests was aimed at furthering cognitive development. Provision was also made for vicarious experiences with audio-visual aids leading to a second level of learning. Structuring of the learning experiences led to generalization and use of words, the abstract representation of reality.

Conceptual factors were given careful consideration in the classroom of participating teachers. Both cooperating teachers and student teachers encouraged children's inductive thinking: reasoning from particular perceptual experiences to verbalization of concepts. They structured situations requiring deductive thinking: stating a concept and reasoning to particular factual instances. Analogical thinking was encouraged by calling attention to relationships and parallels. Divergent thinking was emphasized as children were urged to use materials in new and personally satisfying ways.

Bilingual factors were included in order to help the Spanish-speaking children develop a feeling of pride in their native language. Spanish lessons taught by the use of instructional television were particularly helpful. Through the use of post-telecast lessons, classroom teachers were able to help children develop basic sentence patterns in both English and Spanish. Inflections and derivational forms were taught in both languages. Correct forms of sound, stress, and intonation were taught, and functional situations were provided in which children had opportunities to converse in English and in Spanish.

Mental factors were involved through the use of two or more sensory pathways to learning. Depth studies of topics of interest were presented in a variety of ways. Ideas were developed from simple to complex, from concrete to abstract. In each class, materials used were suited to the maturity level of the children, and spaced interval reinforcement of learning was encouraged.

Experiential, conceptual, bilingual, and mental factors were given attention in the development of depth studies by student teachers. Throughout this project, the term depth study referred to the intensive investigation of an idea. The selection of topics for depth studies was based on the following criteria: (1) The nature of the content of the topic was such that generalizations could be taught which were significantly related to broader generalizations from the social sciences, and (2) The content was of such quality and quantity that through it the experiences and capabilities of all children could be extended. In other words, the topics had sufficient depth and breadth to include problems that would challenge the most capable as well as the least capable students. Each topic provided opportunity for the identification of problems which seemed promising for the teaching of attitudes that are basic to the values of our society.

Although the basic premise of the study was that the quality of verbal interaction determined the emotional tone of the classroom, it was recognized that when teachers and children talk, they will talk about some body of content. For that reason the development of content in the form of depth studies appeared to offer a desirable structure for the program. (An example of a plan for a depth study is given in Appendix B.)

Sample of Program on Video-tape

The titles of depth studies from which samples were taken for video-taped lessons are listed below:

The Family
Foods
Toys
Homes
Citizenship
Transportation
Communication
Ceremonies
Crafts
Pioneers

Texas
Alaska
Mexico
Canada
Brazil
Egypt
Africa
Switzerland
Germany
The Netherlands

In selecting a lesson which would provide a sample of the program for a video-taped demonstration, student teachers were asked to present one which would meet the following specifications:

(1) The objectives of the lesson will be clear.
(2) Pupils will participate in planning activities.
(3) The content will be drawn from an area of study, not a single textbook.
(4) There will be evidence of provision for individual differences.

(5) The teacher will know a great deal about the topic.
(6) There will be evidence of a variety of purposeful activities.
(7) The teacher will make learner-supportive statements.
(8) The teacher will make acceptant and clarifying statements.
(9) The teacher will make problem-structuring statements.
(10) Pupils will be interested in the topic.
(11) There will be evidence that pupils are developing thinking skills.
(12) The teacher will help the children formulate generalizations.
(13) The teacher will lead group evaluation of the lesson.

Using the specifications as guidelines, cooperating teachers helped student teachers make plans for the teaching demonstrations. All of the children in each classroom were involved, and each student teacher presented a lesson which was recorded on video-tape. (A sample of a plan for a video-taped demonstration is given in Appendix C.)

Summary

The needs of Spanish-speaking children identified in this study were chiefly those which revolve around the child's feeling about himself and his desire to learn. The experiential, conceptual, bilingual, and mental factors involved in the development of communication skills received particular attention. The content for the social-emotional development program was organized in the form of depth studies, and teaching methods were those which seemed most promising for developing a positive classroom climate. In order to obtain data for analysis, samples of the program were recorded on video-tape.

CHAPTER III

RATINGS OF THE SERIES OF VIDEO-TAPED TEACHING DEMONSTRATIONS BY GROUPS OF COOPERATING TEACHERS, STUDENT TEACHERS, AND COLLEGE SUPERVISORS

The entire series of twenty video-taped teaching demonstrations was rated by participating cooperating teachers, student teachers, and college supervisors. The opportunity to view the entire series of video-tapes opened an avenue of in-service training for the cooperating teachers and careful consideration of various teaching styles provided ideas for guiding student teachers more skillfully. Through viewing the entire series of video-tapes student teachers gained better understanding of the scope and sequence of elementary curriculum, of the nature of children at different stages of growth, and of the variety of methods and materials available.

College supervisors found that the series of video-tapes would be useful substitutes for movies in the undergraduate teacher education program. The consensus of opinion was that the demonstrations were excellent, and that all of them would be used in the junior level course on elementary curriculum. Plans were made for laboratory experiences in which part of the student observers' time would be spent in viewing the video-tapes obtained from the project.

Group discussion of the video-taped lessons offered many opportunities for learning and evaluation which could not be conducted when observing a "live" elementary class in action. Although many of the benefits which were obtained from the project could not be reported quantitatively, it was possible to conduct quantitative analyses on the evaluative instrument. The Classroom Observation Schedule (see Appendix A) was used for rating purposes.

Ratings accorded each student teacher were obtained by conducting three separate rating sessions for each of the three participating groups. Each participant gave a numerical rating on each dimension of the Classroom Observation Schedule for each video-taped demonstration. It was on the basis of these ratings that comparisons were made.

The mean, or average rating, on each dimension given by twenty cooperating teachers on twenty teaching demonstrations was compared with the mean rating given by twenty student teachers and ten college supervisors on the same dimensions of the same teaching demonstrations. The Classroom Observation Schedule and Classroom Observation Code Digest (see Appendix A) give a verbal description of the meaning of the numerical ratings. The higher mean ratings indicated that a group of raters perceived more positive, democratic, learner-centered situations than did the group of raters who gave the lower mean ratings.

The statistical test to determine significant differences between groups was made to determine whether or not the differences between group ratings were due to factors other than chance alone. In cases where the group ratings were significantly different, it was assumed that there was a lack of communication between the groups because they had different perceptions of the lessons.

It should be noted that on the Classroom Observation Schedule (see Appendix A) there was considerable variation in the highest possible rating which could be given on each dimension. The highest possible ratings for each dimension are listed below:

Differentiation	10
Social Organization	8
Pupil Initiative	5
Content	5
Variety	23
Competency	9
Climate-Teacher	11
Climate-Pupil	6

In this study a .10 level of significance was accepted, thus any value of "P" less than .10 was considered significant. The significance of the value of "P" in the group ratings was a function of the difference between groups, the number of subjects used, and the variability of the responses. Therefore, on one dimension a slight difference in group means might not be significant due to a wide variability of responses, while on another dimension a similar difference might be significant due to a narrowness of the variability of responses. The group ratings of the entire series of video-tapes are described below.

Differentiation

The section of the Classroom Observation Schedule entitled Differentiation defined a classification of classroom situations which ranged from the case where no provision at all was made for individual differences among students, to one in which the greatest possible attention was given to these differences. For rating purposes three categories were most descriptive. They were (1) an identical work situation with no teacher assistance evident, (2) an identical work situation in which the teacher was giving individual help, and (3) other situations in which an effort was made to provide differentiated work.

There was a significant difference in the ratings of Differentiation by cooperating teachers, student teachers, and college supervisors (Table I). The chart of means indicated that the higher rating given by college supervisors was largely responsible for this.

Social Organization

Social Organization, as it was used in this study, referred to classroom conditions ranging from those in which there was no evident provision for interaction among students to a condition in which provision was made for a maximum amount of social interaction. The coded categories for this dimension included single-group and multi-group descriptions in which a teacher or a pupil acted as leader.

There was a significant difference in the ratings of Social Organization by cooperating teachers, student teachers, and college supervisors (Table II). The chart of means indicated that the highest rating was given by college supervisors. The lowest rating was given by student teachers.

Pupil Initiative

The category, Pupil Initiative, defined the degree of student control of the learning situation. At one extreme was the occasion in which the teacher dominated the classroom, and the pupils exercised no control whatsoever. At the other extreme were those circumstances in which the teacher was immediately out of the picture, and pupils were given complete freedom for independent activity. Between the two

TABLE I

DIFFERENCES IN RATINGS OF DIFFERENTIATION BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	2.579	59		
CT x ST x CS	9.000	2	3.197	.047
Error (b)	2.846	57		

Group Means

Group	Mean
Cooperating Teachers	5.52
Student Teachers	5.47
College Supervisors	6.32

TABLE II

DIFFERENCES IN RATINGS OF SOCIAL ORGANIZATION BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	.757	59		
CT x ST x CS	4.375	2	8.077	.001
Error (b)	.541	57		

Group Means

Group	Mean
Cooperating Teachers	6.25
Student Teachers	6.12
College Supervisors	6.75

extremes were found other situations which varied in the extent to which pupil-initiative and the pupils' expression of their ideas were permitted to control the classroom learning situation.

There was a significant difference in the ratings of Pupil Initiative by cooperating teachers, student teachers, and college supervisors (Table III). The highest rating was given by college supervisors.

Content

The next dimension, Content, defined five codes which differed with reference to the type and quality of the learning-content which was being used in the classroom. The first three codes of this section were classifications of content typical of a subject-matter-centered curriculum, the last two applied to curricula in which the emphasis was on broader educational objectives and less subject-matter-centered methods. The scene most often observed was use of teacher designated units.

There were no significant differences in the ratings of Content by cooperating teachers, student teachers, and college supervisors (Table IV). The table of group means shows that the ratings given by college supervisors were slightly higher than those of the other two groups but not significantly so. The probability that these means were significantly different in the population is .329, and since this was not an acceptable level of significance, no generalizations about this variable can be drawn.

TABLE III

DIFFERENCES IN RATINGS OF PUPIL INITIATIVE BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	.279	59		
CT x ST x CS	3.700	2	14.154	.0001
Error (b)	.261	57		

Group Means

Group	Mean
Cooperating Teachers	3.150
Student Teachers	3.200
College Supervisors	3.700

TABLE IV

DIFFERENCES IN RATINGS OF CONTENT BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	.210	59		
CT x ST x CS	.258	2	1.135	.3290
Error (b)	.227	57		

Group Means

Group	Mean
Cooperating Teachers	3.950
Student Teachers	3.975
College Supervisors	4.100

Variety

In this study Variety referred to the number of devices or techniques used to facilitate learning in the classroom. A simple count was made of the different techniques used during a specified interval of time. Each type of activity observed was checked, no matter how short the duration of its occurrence.

There was a significant difference in the ratings of Variety by cooperating teachers, student teachers, and college supervisors (Table V) at the .0001 level of significance. The table of group means shows that the college supervisors gave the highest ratings with a mean of 13.3 followed by the cooperating teachers with a mean of 11.6. The student teachers on this variable, however, were much, much lower with a mean of 8.4. A comparison of each group with each other group on this variable shows that cooperating teachers and college supervisors are not significantly different from one another at a probability level of .11; but, that student teachers, in their ratings, are different than both the cooperating teachers and college supervisors at a significance beyond a .0001 level.

Competency

Competency here was concerned with the personal efficiency of the student teacher. It may appear that the entire observational instrument was designed to measure teacher competency. However, it should be remembered that the over-all instrument was designed to measure the learning situation. The first five divisions might be thought of as giving a picture of over-all classroom method. That is, they were

TABLE V

DIFFERENCES IN RATINGS OF VARIETY BY THREE GROUPS

Analysis of Variance

Source of Variation	ms	ss	F-ratio	P
Total	16.551	59		
CT x ST x CS	248.108	2	13.639	.0001
Error (b)	18.190	57		

Group Means

Group	Mean
Cooperating Teachers	11.625
Student Teachers	8.400
College Supervisors	13.300

organizational aspects of classroom procedure that could be adopted by any teacher. While it may be that the behaviors listed on the Classroom Observation Schedule are not the most important evidence of teacher competency, they were justified as acceptable aspects of skill. Ratings on this dimension were based on the number of positive aspects of behavior observed.

There was a significant difference in the ratings of Competency by cooperating teachers, student teachers, and college supervisors (Table VI). The chart of means indicated that student teachers rated Competency lower than either of the other groups.

Climate-Teacher

The next dimension, Climate-Teacher, referred to the social-emotional climate of the classroom as evidenced by the overt behavior of the teacher. Positive teacher climate was described as a situation in which the student teacher made courteous remarks, respected pupil opinion, and gave special evidence of patience. Since this was one of the primary objectives of the social-emotional development program, student teachers gave particular attention to their verbal behavior during the video-taped teaching demonstrations.

There was a significant difference in the ratings of Climate-Teacher by cooperating teachers, student teachers, and college supervisors (Table VII). The chart of means shows that this was the only dimension on which ratings given by cooperating teachers were higher than those of the other two groups.

TABLE VI

DIFFERENCES IN RATINGS OF COMPETENCY BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	3.614	59		
CT x ST x CS	45.300	2	12.909	.0001
Error (b)	3.509	57		

Group Means

Group	Mean
Cooperating Teachers	7.575
Student Teachers	6.225
College Supervisors	8.325

TABLE VII

DIFFERENCES IN RATINGS OF CLIMATE-TEACHER BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	2.487	59		
CT x ST x CS	11.433	2	5.403	.0073
Error (b)	2.116	57		

Group Means

Group	Mean
Cooperating Teachers	5.975
Student Teachers	4.925
College Supervisors	5.625

Climate-Pupil

The final dimension, Climate-Pupil, referred to the social-emotional climate of the classroom as evidenced by the overt behavior of the pupils. Positive pupil climate was described as a situation in which pupils responded eagerly in recitation, were prompt in taking part in activities, and paid close attention to the teacher or another pupil. The presence of the video-tape cameras undoubtedly had considerable effect on pupil behavior during the video-taped demonstrations. In all of the demonstrations the children were unusually well-behaved. They made every effort to appear at their best in front of the cameras.

There was a significant difference in the ratings of Climate-Pupil by cooperating teachers, student teachers, and college supervisors (Table VIII). The chart of means showed that college supervisors gave the highest ratings on this dimension.

Summary

The entire series of video-taped teaching demonstrations made in grades one through six were rated by groups of cooperating teachers, student teachers, and college supervisors. The dimensions rated were Differentiation, Social Organization, Pupil Initiative, Content, Variety, Competency, Climate-Teacher, and Climate-Pupil.

On all but one dimension the cooperating teachers gave the median rating. The dimension which they rated higher than the other two groups was Climate-Teacher. On each dimension the student teachers gave the lowest ratings. In other words, their self-concept was lower than the concepts held by their cooperating teachers and college supervisors.

TABLE VIII

DIFFERENCES IN RATINGS OF CLIMATE-PUPIL BY THREE GROUPS

Analysis of Variance

Source of variation	ms	ss	F-ratio	P
Total	.652	59		
CT x ST x CS	7.075	2	14.125	.0001
Error (b)	.500	57		

Group Means

Group	Mean
Cooperating Teachers	4.600
Student Teachers	3.975
College Supervisors	4.775

On seven of the dimensions, the college supervisors gave the highest ratings.

There were significant differences in the group ratings of Differentiation, Social Organization, Pupil Initiative, Variety, Competency, Climate-Teacher, and Climate-Pupil. The slight differences in ratings of Content were not statistically significant. It appears that only in the area of Content did groups of cooperating teachers, student teachers, and college supervisors perceive the same thing when they observed the same lessons. On all of the other dimensions their perceptions were significantly different.

CHAPTER IV

RATINGS OF INDIVIDUAL VIDEO-TAPED TEACHING DEMONSTRATIONS BEFORE AND AFTER CONFERENCES

All ratings accorded student teachers were obtained from participants who viewed the video-taped demonstrations and rated them using the Classroom Observation Schedule (see Appendix A). Each team of three people (cooperating teacher, student teacher, and college supervisor) gave ratings on all demonstrations in large group rating sessions (described in Chapter II). This, of course, meant that one lesson they rated at that time was their own. After conferences were held, each team of three people, for the second time, viewed and rated the videotapes in which they were directly involved. Comparisons of pre-conference and post-conference ratings of each video-taped teaching demonstration were illustrated graphically (Appendix D). Each cooperating teacher, student teacher, and college supervisor gave two ratings of the demonstrations as shown on the graphs.

The data for group analysis of pre- and post-conference ratings were limited to the information reported in Appendix D. Thus the grouping of ratings for statistical analysis refers to data showing how cooperating teachers rated their own student teachers' performance, how the student teachers rated their own performance, and how the college supervisors rated their student teachers' performance. Quantitative analysis led to generalizations regarding the changes in ratings which occurred following the conferences. In some cases there were statistically significant differences in ratings, indicating the definite positive influence of conferences. In other cases there were changes in the "predicted direction." The predicted direction referred to the idea that, as a result of conferences, cooperating teachers and student teachers showed a tendency to give ratings which were like those of the college supervisors.

Cooperating Teachers

On the first dimension, Differentiation, there were significant differences in pre-conference and post-conference ratings by the cooperating teachers (Table IX). Before the conferences they were less aware of provision for individual differences than after the conferences. In addition the cooperating teachers rated Differentiation lower before the conference than either the student teachers or the college supervisors. However, after the conferences they showed a tendency to rate this dimension more like the student teachers and college supervisors had rated it.

There was no change in the cooperating teachers' post-conference ratings of Social Organization and Content. However, on each of the other dimensions, Initiative, Variety, Competency, Climate-Teacher and Climate-Pupil, the cooperating teachers gave a higher rating following the conferences. The changes were in the predicted direction but did not reach significance. On six of the eight dimensions evidence suggests that the conferences did lead the cooperating teachers as a group to re-examine their evaluation of their own student teacher's performance and to give higher ratings than before the conferences.

It might be noted that the pre- and post-conference ratings of

TABLE IX

DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY COOPERATING TEACHERS

Dimension	Pre-Conference	Post-Conference	Differences	P
Differentiation	5.05	6.00	.95	.02
Social Organization	6.25	6.25	.00	
Initiative	3.10	3.20	.10	
Content	3.95	3.95	.00	
Variety	11.55	11.70	.15	
Competency	7.55	7.60	.05	
Climate-Teacher	5.55	6.40	.85	
Climate-Pupil	4.45	4.75	.30	

Climate-Teacher did show a difference of .85. Though this variable did not reach a .05 level of significance, there was a noticeable change between pre- and post-conference ratings. The reason that this variable did not reach an acceptable level of significance was due to the variability of the individual responses. When there is a numerically small standard deviation, that is, a low variability of responses, any change from pre-conference to post-conference ratings is more likely to be statistically significant. With the variable Climate-Teacher, there is a large variability which would require a larger change in means to reach significance.

Student Teachers

On two dimensions, Differentiation and Variety, there were significant differences in pre-conference and post-conference ratings by the student teachers (Table X). Before the conferences they were less aware of provision for individual differences and of a variety of activities than at the post-conference rating. Although student teachers rated both dimensions higher following the conferences, they still gave themselves a much lower rating than either their cooperating teachers or college supervisors.

On the dimensions of Social Organization, Competency, Climate-Teacher, and Climate-Pupil, the student teachers gave a higher rating following conferences. These changes were in the predicted direction but did not reach an acceptable level of significance. Although there was a reversal from the predicted direction on the ratings of

TABLE X

DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY STUDENT TEACHERS

Dimension	Pre-Conference	Post-Conference	Differences	P
Differentiation	5.10	5.85	.75	.07
Social Organization	5.95	6.30	.35	
Initiative	3.25	3.15	-.10	
Content	4.05	3.90	-.15	
Variety	7.85	8.95	1.10	.08
Competency	6.00	6.45	.45	
Climate-Teacher	4.75	5.10	.35	
Climate-Pupil	3.80	4.15	.35	

Initiative and Content, the difference was not statistically significant. Neither the cooperating teachers nor the student teachers gave a higher rating on Content following conferences.

Although student teachers consistently had a lower opinion of their own performance than did their cooperating teachers and college supervisors, they did tend to give themselves a higher rating on six of the eight dimensions following conferences. This suggests that the conferences did bring about some changes in point of view.

College Supervisors

On four dimensions, Differentiation, Initiative, Variety, and Competency, there were significant differences in pre-conference and post-conference ratings by the college supervisors (Table XI). Cooperating teachers, student teachers, and college supervisors gave ratings in the predicted direction following the conferences on three dimensions, Differentiation, Variety, and Competency.

On all the dimensions the college supervisors had a tendency to give higher ratings than the other two groups. The results indicated that the conferences had little effect on ratings of Social Organization and Content for any of the three groups. However, the conferences did lead to ratings in the predicted direction on the dimensions of Climate-Teacher and Climate-Pupil by all three groups.

In this study a .10 level of significance was accepted. In other words the statistician was willing to be wrong one time out of ten that these results occurred only by chance. Any value of "P" less than .10 was considered significant. Although the differences in pre- and

TABLE XI

DIFFERENCES IN RATINGS GIVEN BEFORE AND AFTER CONFERENCES BY COLLEGE SUPERVISORS

Dimension	Pre-Conference	Post-Conference	Differences	P
Differentiation	5.90	6.75	.85	.10
Social Organization	6.65	6.85	.20	
Initiative	3.60	3.80	.20	.04
Content	4.05	4.15	.10	
Variety	12.40	14.20	1.80	.09
Competency	8.00	8.65	.65	.08
Climate-Teacher	5.45	5.80	.35	
Climate-Pupil	4.75	4.80	.05	

post-conference ratings on the variable entitled Initiative were only .20, the value of "P" of this variable was .04. Initiative had a numerically smaller standard deviation than the other variables. Because of the low variability of response even a slight change from pre- to post-conference ratings was more likely to be statistically significant than on the other dimensions.

The significance of the value of "P" on Initiative is a function of: (1) the difference between the pre- and post-conference ratings, (2) the number of subjects used, and (3) the variability of the responses on the pre- and post-conference ratings. Therefore, in one case a difference of .20 might not be significant due to a wide variability of responses, while on another variable a difference of .20 would be significant due to a narrowness of the variability of responses.

Summary

Comparison of ratings of video-taped teaching demonstrations indicated that there were differences in pre-conference and post-conference ratings in each of three participating groups. There were significant differences in pre- and post-conference ratings of Differentiation by cooperating teachers, student teachers, and college supervisors. There were also significant differences in pre- and post-conference ratings of Variety by both student teachers and college supervisors. In each case where there were significant differences, the ratings were higher after conferences were held.

The implications of this finding were that the college supervisors did exert some influence on both cooperating teachers and student teachers through conferences, and that in this study the effects of the conferences were generally positive.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this exploratory study was to improve the elementary classroom climate for Latin-American children, to improve channels of communication between cooperating teachers, student teachers, and college supervisors, and to disseminate the findings of the experiment. In order to delimit a portion of the study for research purposes, answers to the following questions were sought:

(1) Can more than one dimension of a social-emotional development program for Spanish-speaking children in an elementary school classroom be filmed on a thirty-minute video-tape?

(2) Are there significant differences in the ratings of video-taped teaching demonstrations when ratings are made by groups of cooperating teachers, student teachers, and college supervisors?

(3) What contributions can video-taped teaching demonstrations make to the improvement of conferences between cooperating teachers, student teachers, and college supervisors?

Summary

The data for question number one were collected in the following manner. With the help of their cooperating teachers, twenty student teachers in elementary classrooms prepared depth studies as a part of the social-emotional development program. A thirty-minute video-tape was made in each classroom. The titles of the lessons are given below:

The Family
Foods
Toys
Homes
Citizenship
Transportation
Communication
Ceremonies
Crafts
Pioneers

Texas
Alaska
Mexico
Canada
Brazil
Egypt
Africa
Switzerland
Germany
The Netherlands

It was possible to film more than one dimension of the program. In each video-tape there were examples of all eight dimensions listed on the Classroom Observation Schedule. The dimensions observed were Differentiation, Social Organization, Initiative, Content, Variety, Competency, Climate-Teacher, and Climate-Pupil.

Large group rating sessions of the entire series of video-tapes indicated that there were significant differences on all dimensions but Content when ratings were made by groups of cooperating teachers, student teachers, and college supervisors. On every dimension except Climate-Teacher, the college supervisors gave higher ratings than the other two groups. On Climate-Teacher, the cooperating teachers gave the highest rating. The student teachers rated themselves significantly lower than did the other two groups on every dimension except Pupil Initiative and Content. These differences disclosed considerable insight concerning the answer to the major questions which were the objectives of the study.

The video-taped teaching demonstrations did make a contribution to the improvement of conferences between cooperating teachers, student teachers, and college supervisors. The joint effort to produce worthwhile samples of classroom behavior which could be shown to college classes provided considerable motivation for planning. Informal conferences, as well as those formally scheduled, were sought by all three groups. Each team (cooperating teacher, student teacher, and college supervisor) rated their video-taped lesson before and after formal conferences. Comparison of ratings showed that there were significant differences in pre- and post-conference ratings of Differentiation by cooperating teachers, student teachers, and college supervisors. There were also significant differences in pre- and post-conference ratings of Variety by both student teachers and college supervisors. In each case, the ratings were higher after the conferences.

Conclusions

The summary leads to the following conclusions:

(1) More than one dimension of a social-emotional development program for Spanish-speaking children in an elementary classroom can be filmed on a thirty-minute video-tape and for this study the dimensions were: Differentiation, Social Organization, Initiative, Content, Variety, Competency, Climate-Teacher, and Climate-Pupil.

(2) There were significant differences in large group ratings of the entire series of video-tapes on seven dimensions: Differentiation, Social Organization, Pupil Initiative, Variety, Competency, Climate-Teacher, and Climate-Pupil. The slight differences in ratings of Content were not statistically significant. Ninety per cent of the time the college supervisors rated student teacher performance higher than either the cooperating teachers or the student teachers. Seventy-five per cent of the time the student teachers rated student teacher performance lower than either the college supervisors or the cooperating teachers.

(3) Video-taped teaching demonstrations provided the motivation for a number of conferences concerning both planning and evaluating student teacher performance. Comparison of ratings of video-taped lessons indicated that there were differences in pre-conference and post-conference ratings by cooperating teachers, student teachers, and college supervisors.

Implications

It appeared that the attempt to improve the elementary classroom climate for Latin-American children was successful. The enthusiasm with which children and parents reacted to the entire project was encouraging. Each child who participated saw himself on television and even the most shy child seemed to experience the feeling that "I am important." Parents came to the school (many for the first time) to see the video-tapes, observe their children in a teaching-learning situation, and talk with the teacher. One implication of the response of the children was that they and their parents became much more interested in school when teachers treated them with respect and made special efforts to show that they felt these children had something worthwhile to contribute to the school.

Since it was possible to film more than one dimension of the program on video-tape, another implication of the study was that video-taped teaching demonstrations could serve a number of purposes. The differences in the ratings of the demonstrations by cooperating teachers, student teachers, and college supervisors indicated that the three groups had a tendenty to perceive different things when observing the same lessons. It appears that if the objectives of the teacher education program are going to be achieved, there must be more effective communication between these three groups. Perhaps additional video-taped teaching demonstrations, discussions, and new approaches to analyzing the lessons could improve communication.

The finding that conferences did lead to ratings in the predicted direction on Differentiation, Variety, Competency, Climate-Teacher, and Climate-Pupil indicated that conferences did have positive value. The results indicated that conferences had little effect on ratings of Social Organization and Content for any of the three groups. Perhaps this was partly because, in this particular study, the teaching demonstrations were "staged" for the television cameras. In every demonstration the student teacher led the class, there was some group work, and the content of the lesson was taken from the unit in progress. For that reason, ratings of the dimensions entitled Social Organization and Content might well have been omitted from this particular study. However, it was possible to see evidence of all dimensions listed on the Classroom Observation Schedule while observing each of the video-tapes.

The present study has offered only a brief glimpse at one approach to improving classroom climate for Spanish-speaking children and improving communication between cooperating teachers, student teachers, and college supervisors. Other studies should be made to investigate various factors involved in classroom climate and in communication in order to probe the total realm of social interaction as it functions in the public elementary school.

Suggestions for Further Study

Further research in this area might answer the following questions:

(1) What is the relationship between the student teacher's verbal behavior in college classes and in public school classrooms?

(2) What type of verbal behavior provides a classroom climate in which significant learning outcomes are achieved?

(3) What effect does the teacher's verbal behavior have on the total adjustment of children?

(4) How can cooperating teachers, student teachers, and college supervisors work together to provide a better learning environment for children?

(5) What effect does each aspect of the elementary school curriculum have on the achievement of Spanish-speaking children?

APPENDIX A. Classroom Observation Schedule

Prepared by: Francis G. Cornell, Carl M.
Lindvall, and Joe L. Saupe,
University of Illinois

Teacher________________________ Grade______ School______________

Observer_______________________ Date________ Time______ To_________

Section Time Interval	1	2	3	4	5	6	7	8	9	10	11	12
A. Differentiation												
B. Social Organization												
C. Pupil Initiative												
D. Content												
E. Variety	1	2	3	4	5	6	7	8	9	10	11	12
1. Teacher Lecture												
2. Teacher Demonstration												
3. Movie, Slides												
4. Text-Seat												
5. Other Books												
6. Workbooks												
7. Other Problems												
8. Other Materials												
9. Draw or Paint												
10. Oral Quiz												
11. Discussion												
12. Pupil Report												
13. Blackboard												
14. Read Aloud												
15. Charts, Maps												
16. Pupil Experiment												
17. Pupil Constructs												
18. Decorate Room												
19. Role, Play												
20. Trip												
21. Other Room												
22. Discussion Groups												
23. Test												

F. Competency

+ -

1_____ 1_____
2_____ 2_____
3_____ 3_____
4_____ 4_____
5_____ 5_____
6_____ 6_____
7_____ 7_____
8_____ 8_____
9_____ 9_____

G. Climate-Teacher

+ -

1_____ 1_____
2_____ 2_____
3_____ 3_____
4_____ 4_____
5_____ 5_____
6_____ 6_____
7_____ 7_____
8_____ 8_____
9_____ 9_____
10_____ 10_____
11_____ 11_____

H. Climate-Pupil

+ -

1_____ 1_____
2_____ 2_____
3_____ 3_____
4_____ 4_____
5_____ 5_____
6_____ 6_____

Classroom Observation Code Digest

Prepared by: Francis G. Cornell, Carl M. Lindvall, and Joe L. Saupe, University of Illinois

A. Differentiation

1. Identical work--no teacher assistance.
2. Identical work--teacher assistance.
3. Differentiated work--ability basis--few groups--no teacher assistance.
4. Differentiated work--ability basis--few groups--teacher assistance.
5. Differentiated work--ability basis--individual--no teacher assistance.
6. Differentiated work--ability basis--individual--teacher assistance.
7. Differentiated work--ability and interest basis--few groups--no teacher assistance.
8. Differentiated work--ability and interest basis--few groups--teacher assistance.
9. Differentiated work--ability and interest basis--individual--no teacher assistance.
10. Differentiated work--ability and interest basis--individual--teacher assistance.

B. Social Organization

1. Single group--teacher leader--no interaction.
2. Multi-group--teacher leader--no interaction.
3. Single group--pupil leader--no interaction.
4. Multi-group--pupil leader--no interaction.
5. Single group--teacher leader--interaction.
6. Multi-group--teacher leader--interaction.
7. Single group--pupil leader--interaction.
8. Multi-group--pupil leader--interaction.

C. Pupil Initiative

1. Teacher domination--no pupil participation.
2. Teacher domination--minor pupil participation.
3. Teacher control--major pupil participation.
4. Pupil control--teacher participation.
5. Pupil control--no teacher participation.

D. Content

1. One text or workbook.
2. Several texts or similar references.
3. Subject matter sources other than text.
4. Teacher designated problems, units, areas.
5. Student interest problems, units, areas.

E. Variety

1. Teacher lectures or reads.
2. Teacher gives demonstration.
3. Teacher shows movie or slides.
4. Pupils read text at seat.
5. Pupils read other books at seat.
6. Pupils work with workbook at seat.
7. Pupils work problems (not text or workbook) at seat.
8. Pupils study materials other than books at seat.
9. Pupils draw or paint at seat.
10. Teacher questions--pupils answer.
11. Class engages in discussion.
12. Pupil gives talk or report.
13. Pupils work at blackboard.
14. Pupils read aloud from book.
15. Pupils study charts, drawings, maps.
16. Pupils work experiment.
17. Pupils construct things.
18. Pupils decorate room.
19. Pupils engage in role playing or present play.
20. Class goes on trip.
21. Pupils go to another room to work.
22. Pupils work in small discussion groups.
23. Pupils write test.

F. Competency

Positive

1. Suggested aids to learning and study hints.
2. Was thorough in explanation.
3. Provided for review.
4. Tried to clarify by restating ideas in different contexts; pointed out implications and relationships.

Negative

1. Was inactive.
2. Was preoccupied; had difficulty keeping attention on activity in progress.
3. Avoided responsibility.
4. Explanation seemed to leave pupils puzzled.

Positive	Negative
5. Brought in examples and experiences.	5. Answers to pupils' questions were incomplete or inaccurate.
6. Gave complete and satissying answers.	6. Evidence of limited background in subject taught.
7. Evidence of careful planning and preparation.	7. Evidence of lack of planning for classwork.
8. Appears confident and able to meet most situations.	8. Appeared uncertain of self in classroom situation.
9. Shows evidence of good background in subject or in general culture.	9. Allowed discussion to wander from subject.

G. Climate-Teacher

Positive	Negative
1. Made courteous remarks.	1. "Laid down the law."
2. Respected pupil opinion.	2. Was intolerant of pupil suggestions.
3. Gave special evidence of patience.	3. Interrupted speaking pupil.
4. Helped pupil on some nonacademic (personal) problem.	4. Corrected or criticized excessively.
5. Expressed sympathy.	5. Lacked sympathy with pupil failure.
6. Tried to see a pupil point of view.	6. Used threats.
7. Complimented pupil.	7. Was cross; lost temper.
8. Accepted criticism well.	8. Permitted pupils to laugh at mistakes of others.
9. Joked with pupils.	9. Made sarcastic remarks, used ridicule (without humor).
10. Used first-person-plural predominantly.	10. Seemed disturbed in a situation (frowning, tension, distress, etc.).
11. Focused attention on total class.	11. Used first-person-singular predominantly.

H. Climate-Pupil

Positive	Negative
1. Responded eagerly in recitation.	1. Were restless, gazed about, doodled, day dreamed.
2. Worked intently with little sign of attention wandering.	2. Were slow in responding to teacher's request.
3. Were prompt in taking part in activities.	3. Were reluctant to recite, did not volunteer.

Positive	Negative
4. Paid close attention to teacher or other pupil.	4. Whispered or showed other signs of inattention.
5. Made courteous remark.	5. Made rude remark.
6. Received criticism well.	6. Were quarrelsome, irritable.

APPENDIX B: Sample Depth Study

MEXICO

GRADE 5

A. OBJECTIVES

(a) Concepts to be developed

1. People and nations are interdependent in all phases of life.
2. The same basic problems of getting food, shelter, and clothing exist in all countries.
3. Climate and environment influence the living conditions of people the world over.
4. Conservation of natural resources is essential in all countries.
5. Different religions, occupations, and governments should be understood, but not condemned.
6. People in our own country, and in other nations, should be treated as we would like to be treated.
7. Life in Mexico varies from primitive Indian villages to great modern cities.
8. All people face similar problems as they strive to improve living conditions.

(b) Problems to be solved

1. What do you know about people in Mexico?
2. Why do we need to learn more about Mexico?
3. What are some of the important land features there?
4. How does the climate there differ from ours?
   In what ways is it similar to ours?
5. Why are flowers plentiful in Mexico?
6. What are some of the things people do to make a living?

7. What types of homes are found in Mexico?

8. How do the people dress?

9. How do they travel?

10. What forms of communication do they use?

11. Why are arts and crafts an important part of Mexican culture?

12. What forms of recreation do the Mexican people enjoy?

13. How do schools in Mexico compare with our schools?

14. What are some of the favorite foods of Mexican people?

15. Why are many changes taking place in Mexico today?

B. ACTIVITIES

(a) Initiating

1. Encourage children who have been to Mexico to prepare a display of their souvenirs and to tell about their experiences.

2. Display library books, encyclopedias, pictures, and other sources of information which will help children answer their questions.

3. View a filmstrip about children in Mexico.

(b) Developing

1. Locate Mexico on a map of North America and on a globe.

2. Discuss transparencies related to this study.

3. Make a salt and flour map showing the topography of Mexico.

4. Discuss the volcanoes near Nexico City. Make a diagram to explain how they are formed. Make a model of a volcano.

5. See movies about Mexico.

6. Make colorful tissue paper flowers.

7. Read and report on occupations in Mexico.

8. Make miniature clay houses to represent adobe homes.

9. Dress dolls to show the different types of clothing people in Mexico wear. Represent both village dwellers and city residents.

10. Write a report telling how people in Mexico travel.

11. Get copies of a Mexico City newspaper from the Mexican Consulate. Discuss the language and the way people in Mexico communicate.

12. Find out why there is a Mexican Consulate in Texas.

13. See a movie about arts and crafts in Mexico.

14. Make bowls of clay.

15. Weave place mats of colorful construction paper.

16. Make a piñata.

17. Use recordings, such as La Raspa. Learn Spanish songs and dances.

18. Construct a diorama illustrating a fiesta or some other form of Mexican recreation.

19. Invite someone who has lived in Mexico to tell about the schools there.

20. Find out how tortillas are made. Ask a resource person to tell about foods in Mexico.

21. Report on current events in Mexico, using information from the newspaper. Discuss the changes that are taking place in Mexico today.

22. Prepare an exhibit of clothing from Mexico. (Boy's clothing: sombrero, serape, camisa, pantalones, huaraches. Girl's clothing: rebozo, blusa, falda, zapatos).

23. Make a picture dictionary related to this study.

(c) Culminating

1. Plan a brief skit with Spanish dialogue. Let a boy wear a rebozo. Use simple sentences. (For example: "Buenos dias"; "¿Como está usted?"; "Muy bien.")

2. Ask each child to write a story about Mexico and illustrate it. Let each child read his own story aloud to the class. Then place stories and pictures in a class book entitled Our Book About Mexico.

3. Have a Mexican fiesta. Suggest that pupils dress like Mexican children. Have Mexican songs, games, and dances. Serve small pieces of toasted tortillas with beans. Break a piñata.

C. MATERIALS

(a) Films (16 mm.)

MEXICAN CHILDREN

MEXICO CITY

ARTS AND CRAFTS OF MEXICO (Parts I and II)

(b) Filmstrip

MEXICAN CHILDREN

(c) Recordings

LITTLE PEDRO

LA RASPA

(d) Books for children

Bachelin, Anita, PEPE, Golden Gate Junior Books, 1962.

Bannon, Laura, HAT FOR A HERO, Whitman, 1963.

Bulla, Clyde R., BENITO, Crowell, 1961.

Epstein, Sam and Beryl, THE FIRST BOOK OF MEXICO, Watts, 1955.

Ets, Marie Hall, NINE DAYS TO CHRISTMAS, Viking, 1960.

Shannon, Terry, A TRIP TO MEXICO, Children's Press, 1961.

(e) Other materials

Free pamphlets from Mexican Embassy, 330 Perry Brooks Bldg., Austin, Texas.

Map of Mexico, NATIONAL GEOGRAPHIC SOCIETY, Washington, D.C.

Transparencies

D. EVALUATION

(a) Questions for the teacher

1. Is there evidence that the children have developed greater understanding of the concepts studied?

2. Have research and study skills improved?

(b) Questions for the children

1. Did you learn that children in Mexico are like us in many ways?

2. What was the most interesting thing you learned about people in Mexico?

APPENDIX C: Sample Video-Tape Script

MEXICO

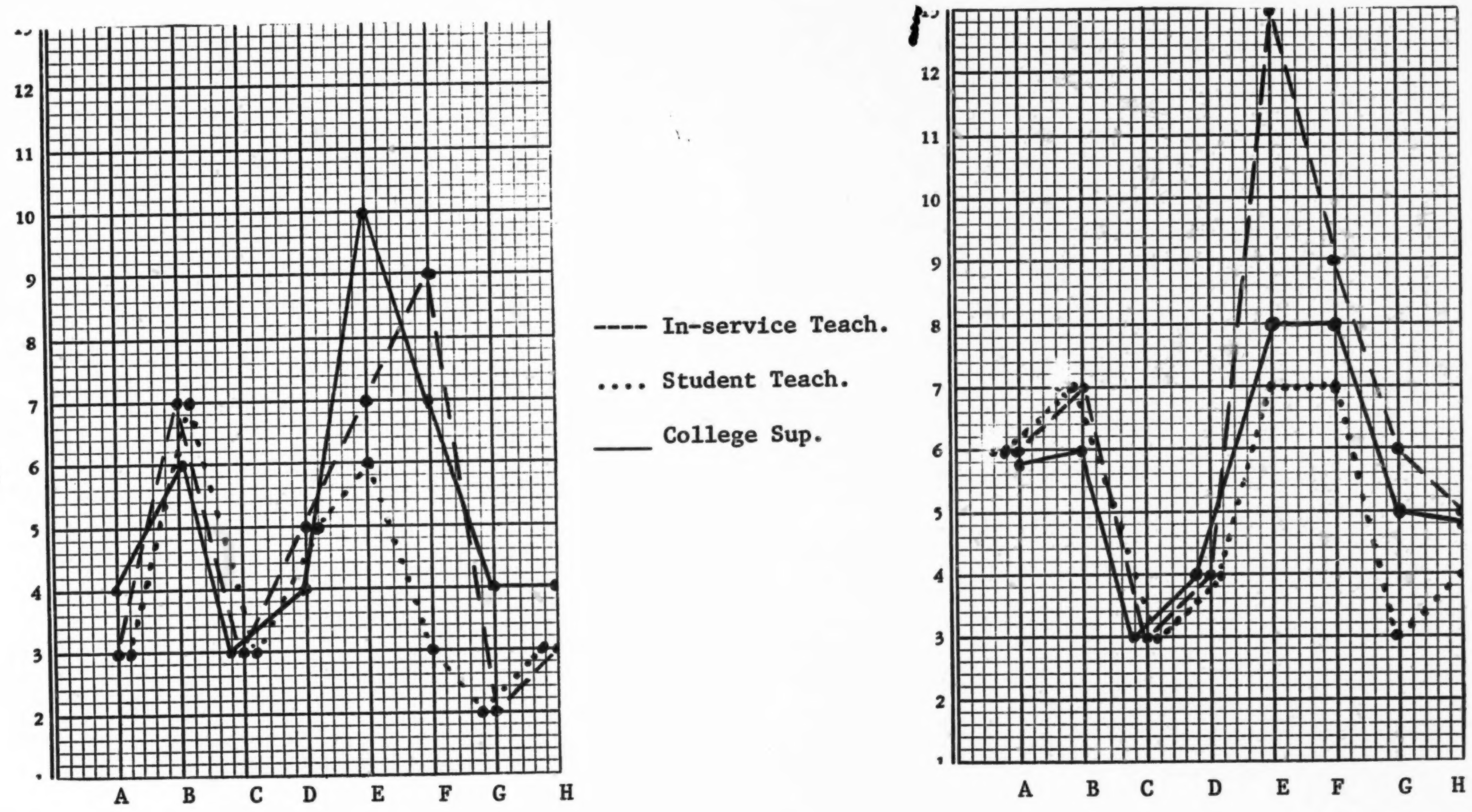
GRADE 5

Video	Audio
Close-up of sign	MEXICO
Long shot of room	Student teacher will discuss bulletin board and displays.
Close-up of student teacher	She will explain that four groups have been organized to prepare displays to be shown to their parents. One group is planning to make costumes to show the kind of clothing people in Mexico wear to a fiesta. One group is planning to make pottery to illustrate Mexican crafts. One group is planning to make posters to show the kinds of homes found in Mexico. Another group is going to make a salt and flour map of Mexico to show the land forms there.
Long shot of room	Children will go to the four work centers: Costumes, Pottery, Posters, Map.
Close-up of costume center	Student teacher will discuss the types of clothing with children and will help them design serapes for the boys and rebozos for the girls.
Close-up of pottery center	Student teacher will move to pottery center and help children prepare clay for bowls.
Close-up of poster center	Student teacher will move to poster center and discuss various homes with children. Then she will refer to encyclopedias and current magazines for information.

Video	Audio
Close-up of map center	Student teacher will move to map center and will refer to Atlas for information about land forms.
Long-shot of room	Children will be talking to one another in the work groups. The student teacher will move around, helping them when she is needed. The lesson will last longer than 30 minutes. At the end of 30 minutes, show the sign again.
Close-up of sign	MEXICO

APPENDIX D: Comparisons of Video-Taped Teaching Demonstrations

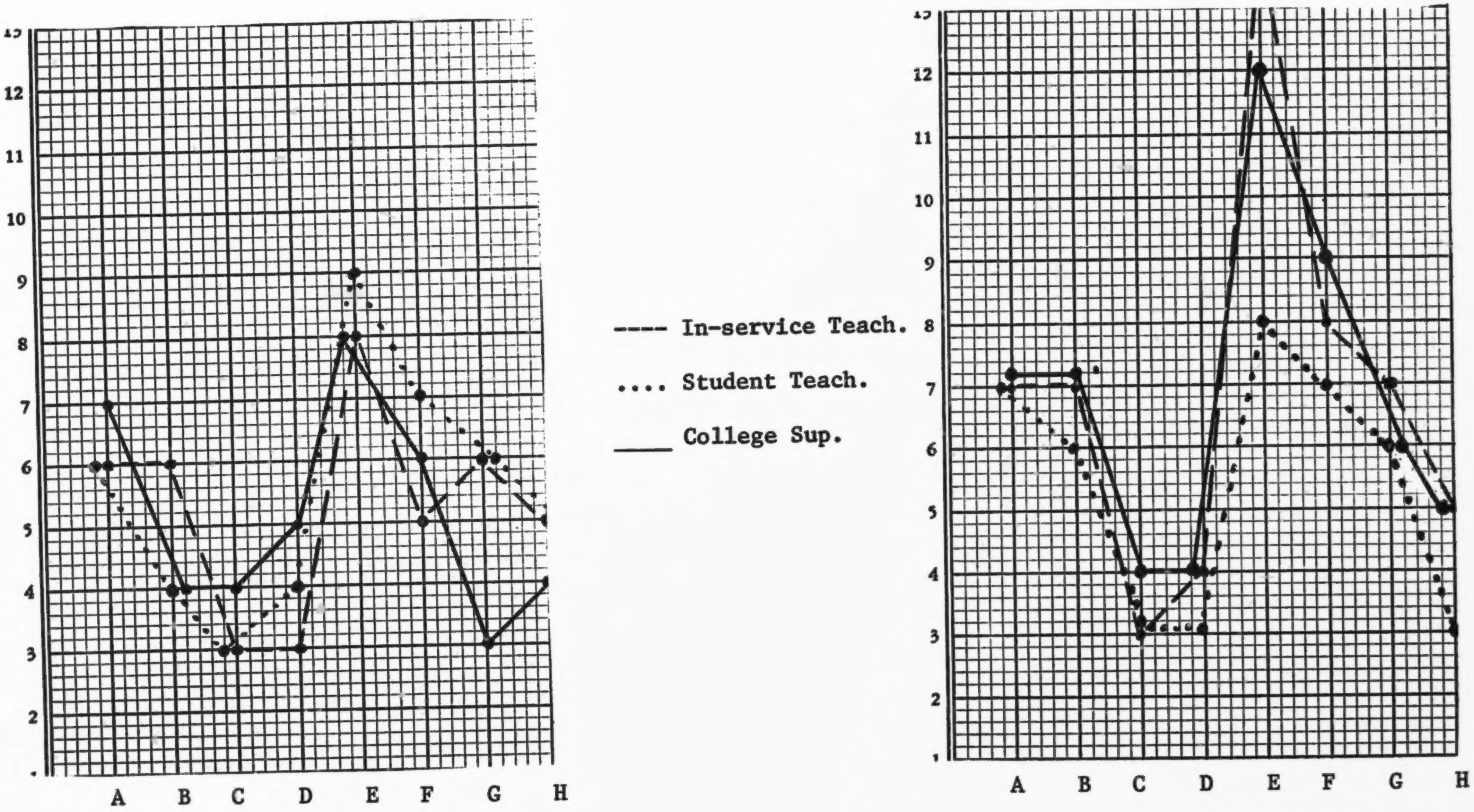
Graphs illustrating pre- and post-conference ratings of each demonstration are shown on the following pages.



Pre-Conference Rating

Post-Conference Rating

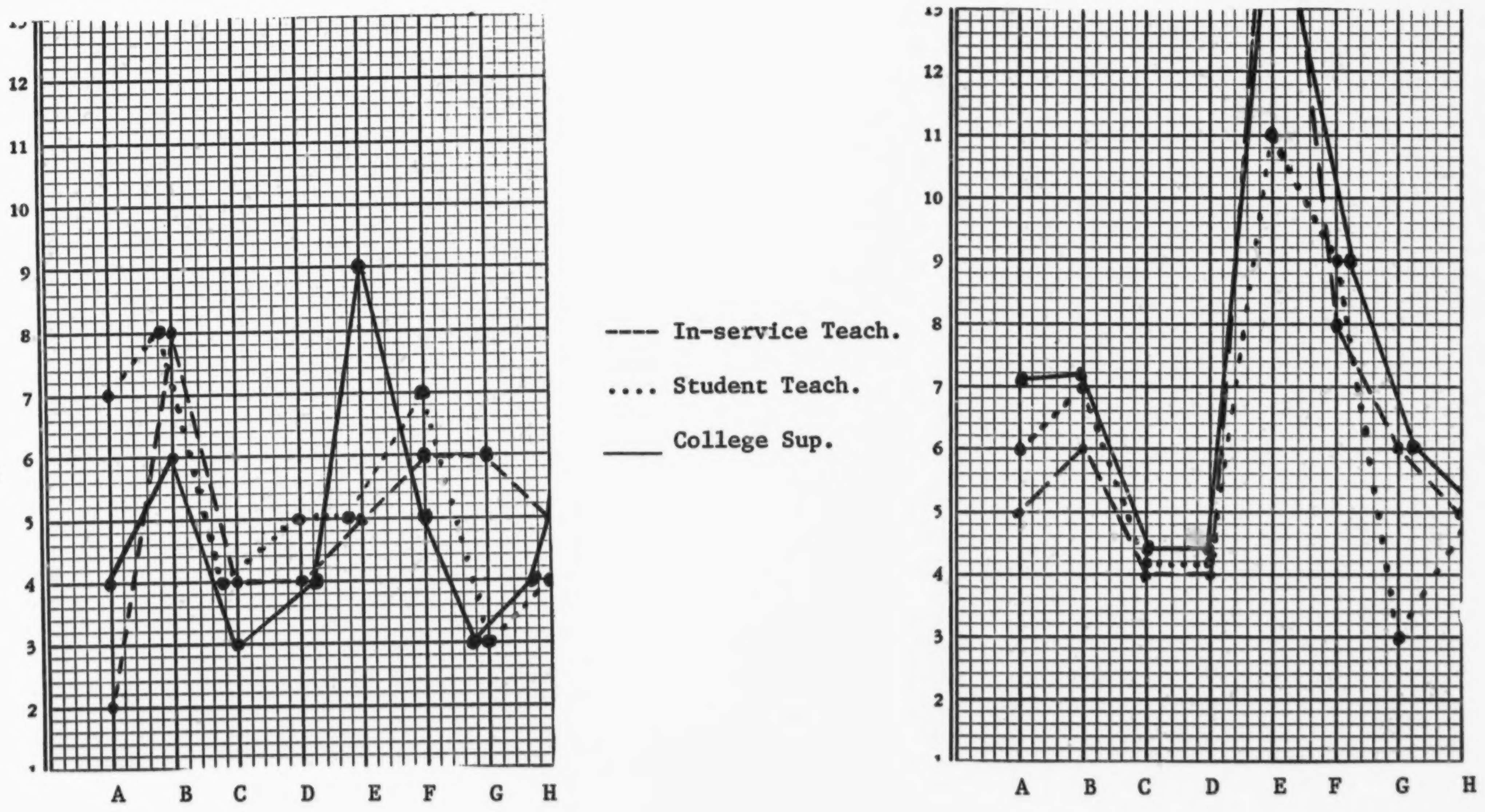
Comparison of Ratings of
Video-Taped Teaching Demonstration A



Pre-Conference Rating

Post-Conference Rating

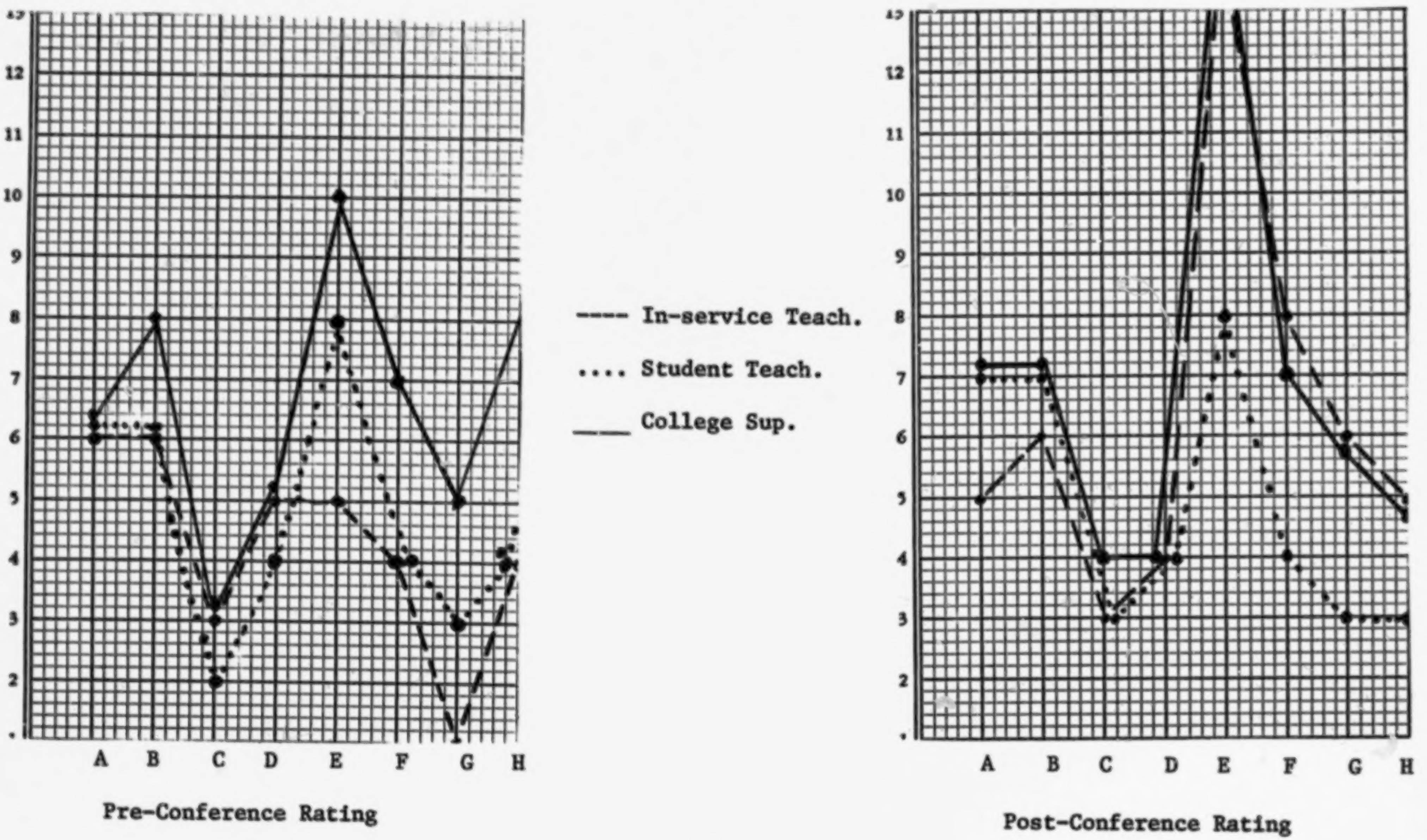
Comparison of Ratings of
Video-Taped Teaching Demonstration B



Pre-Conference Rating

Post-Conference Rating

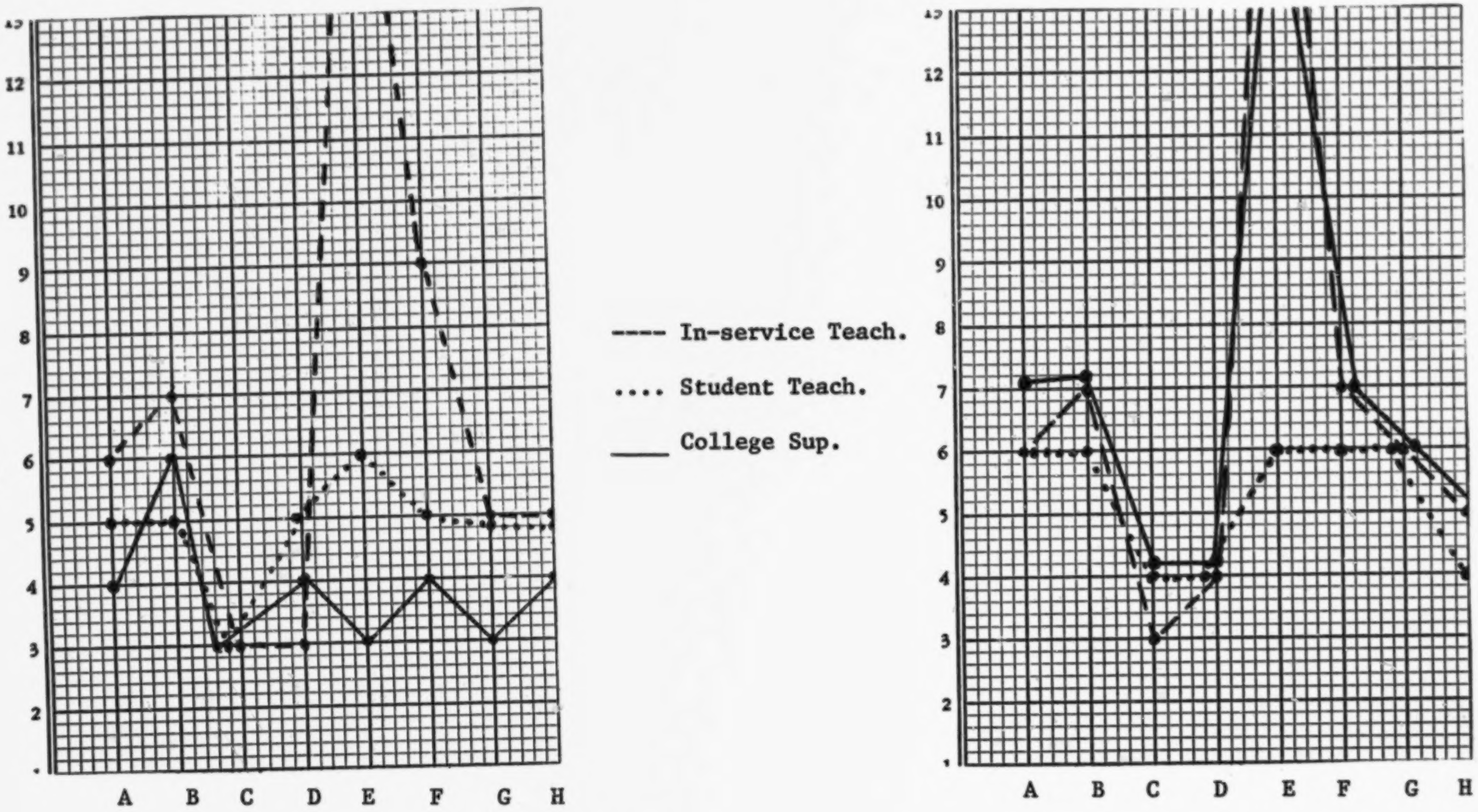
Comparison of Ratings of
Video-Taped Teaching Demonstration C



Pre-Conference Rating

Post-Conference Rating

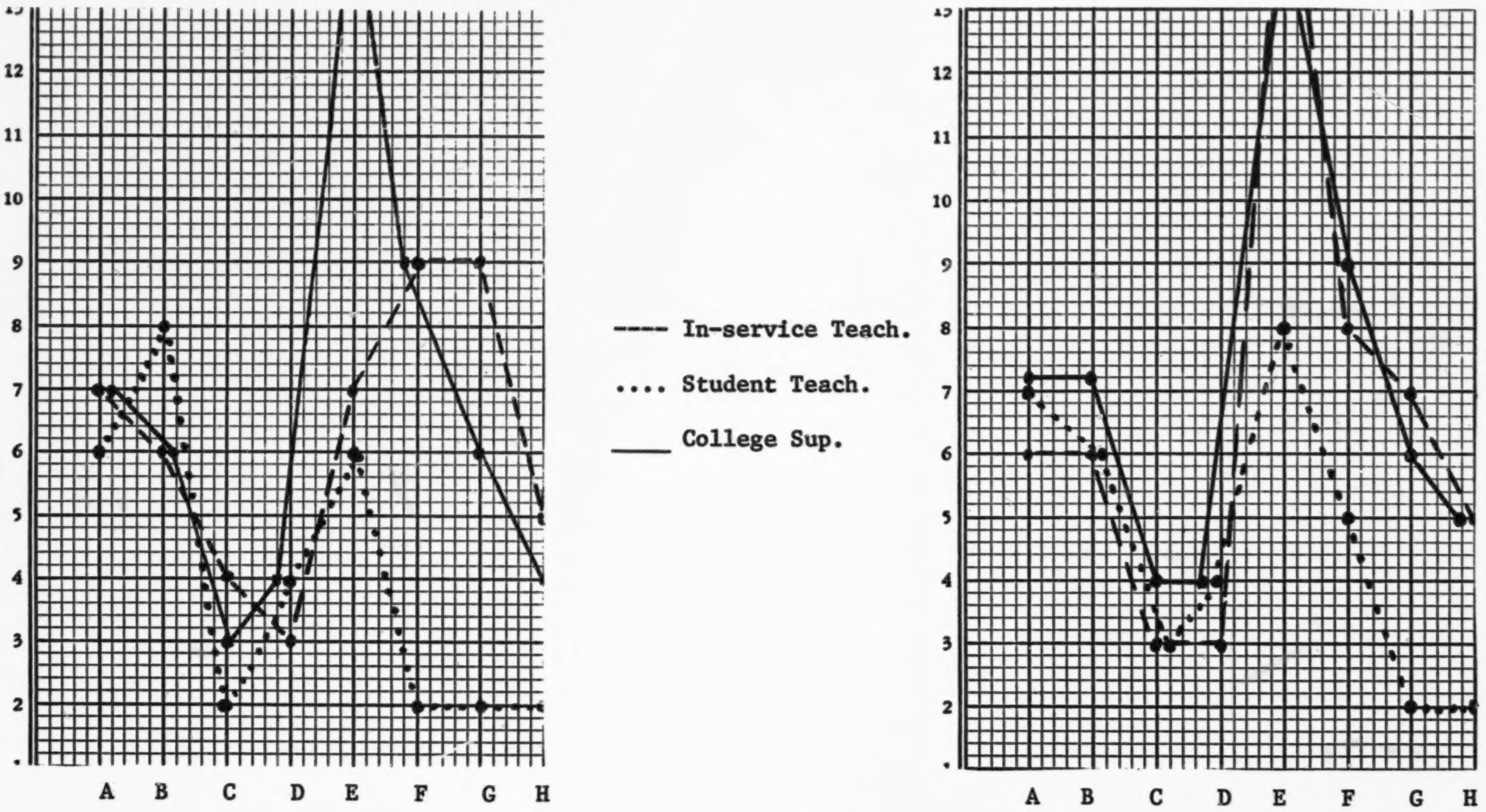
Comparison of Ratings of
Video-Taped Teaching Demonstration D



Pre-Conference Rating

Post-Conference Rating

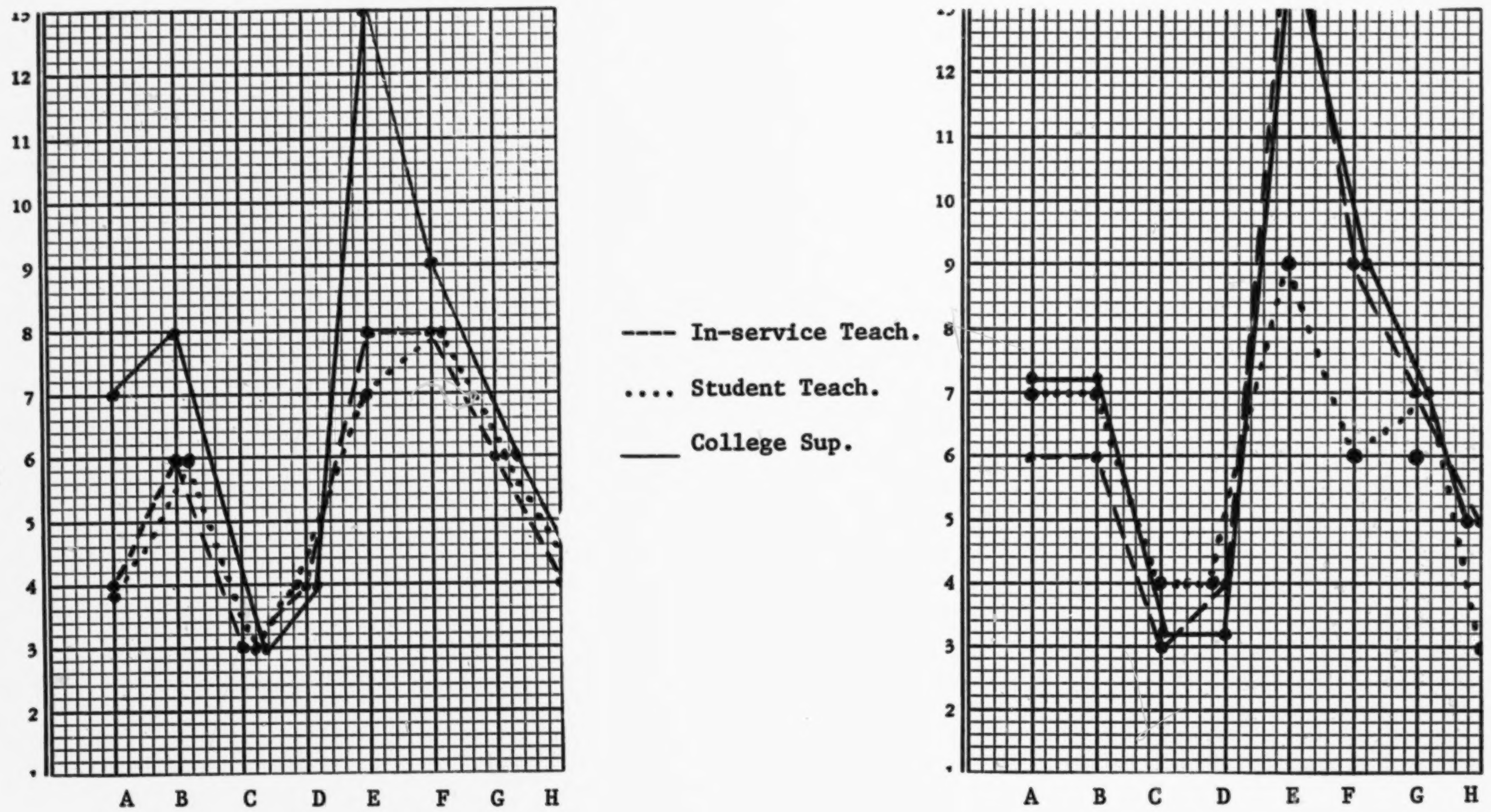
Comparison of Ratings of
Video-Taped Teaching Demonstration E



Pre-Conference Rating

Post-Conference Rating

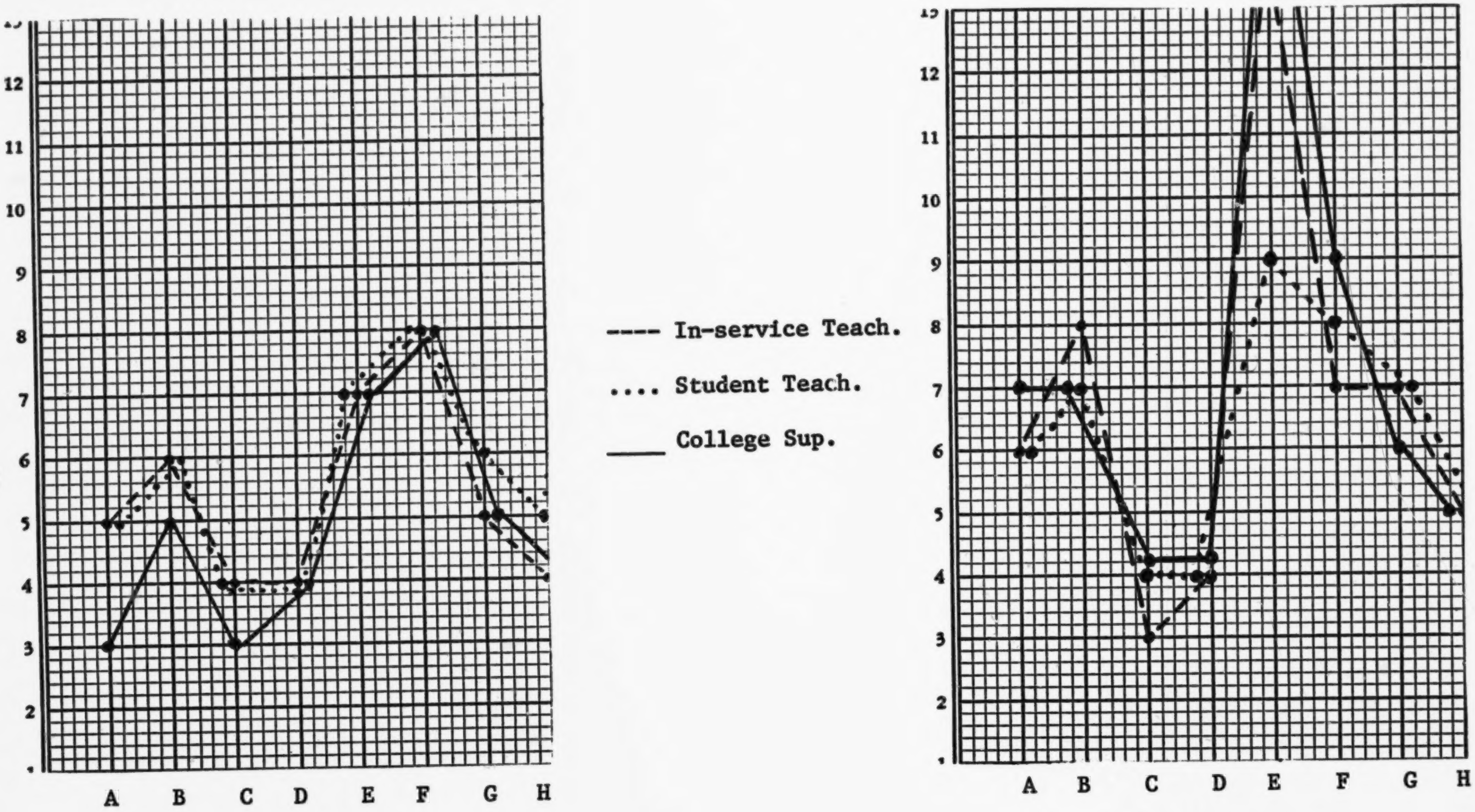
Comparison of Ratings of
Video-Taped Teaching Demonstration F



Pre-Conference Rating

Post-Conference Rating

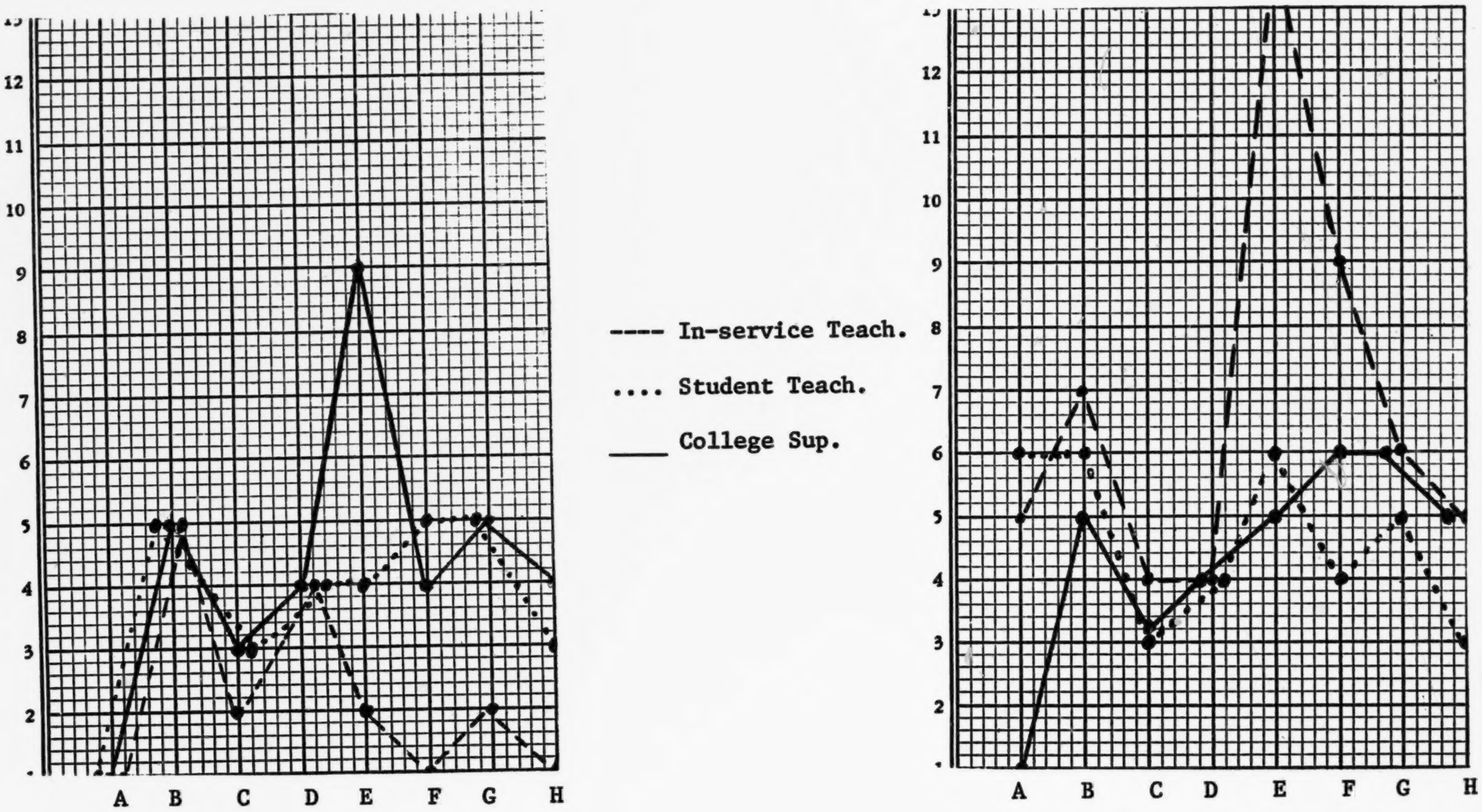
Comparison of Ratings of
Video-Taped Teaching Demonstration G



Pre-Conference Rating

Post-Conference Rating

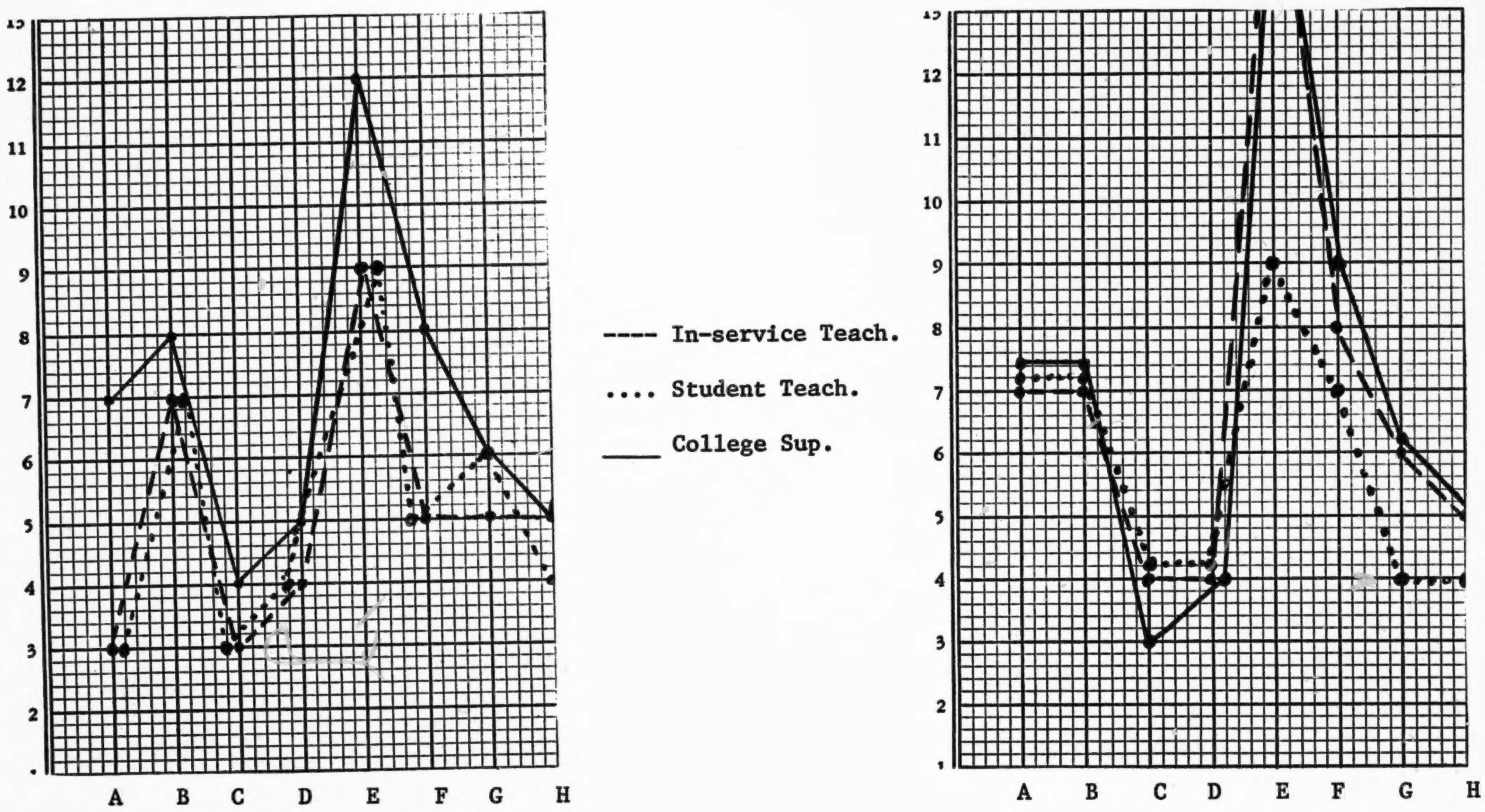
Comparison of Ratings of
Video-Taped Teaching Demonstration H



Pre-Conference Rating

Post-Conference Rating

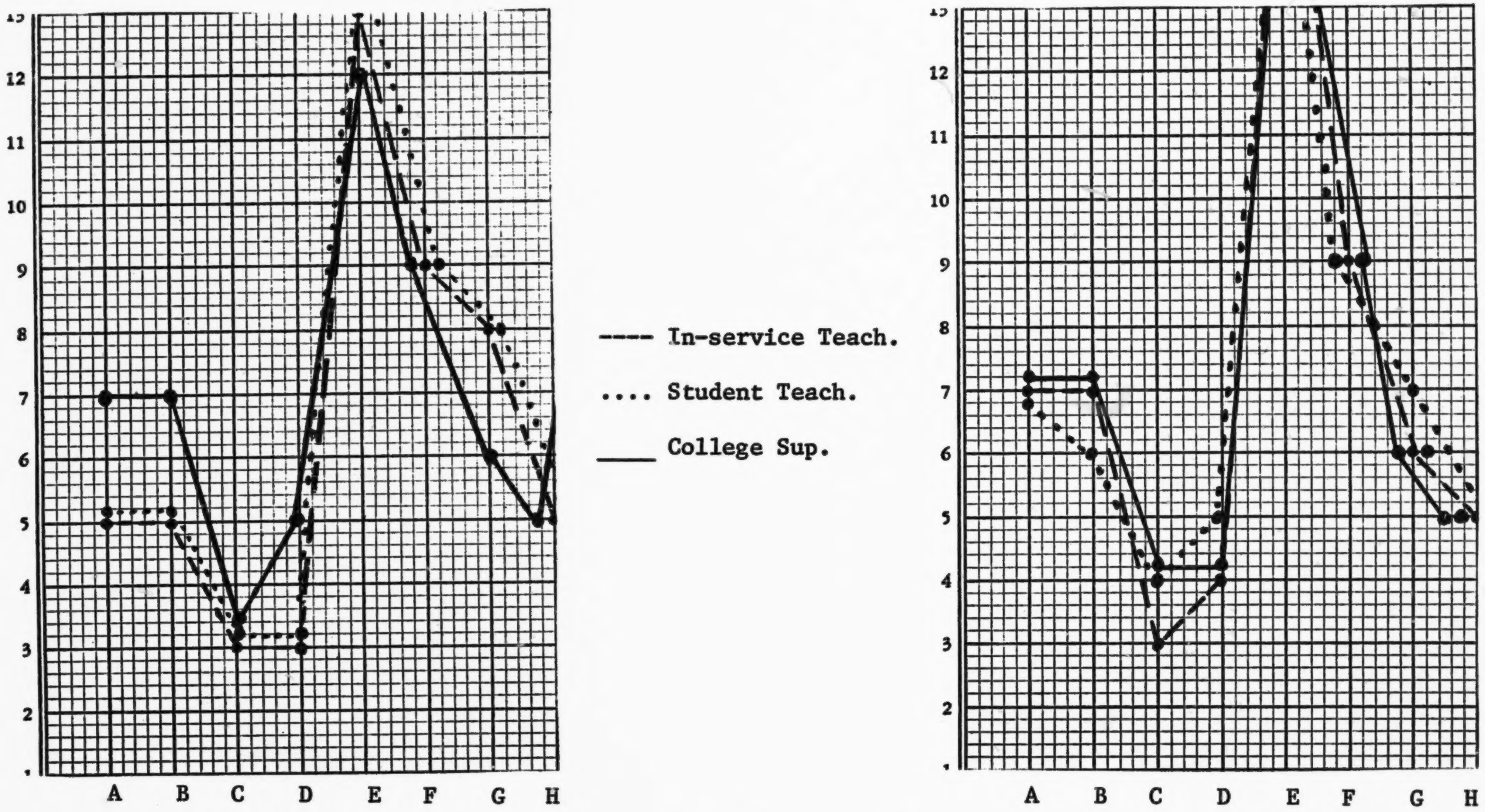
Comparison of Ratings of
Video-Taped Teaching Demonstration I



Pre-Conference Rating

Post-Conference Rating

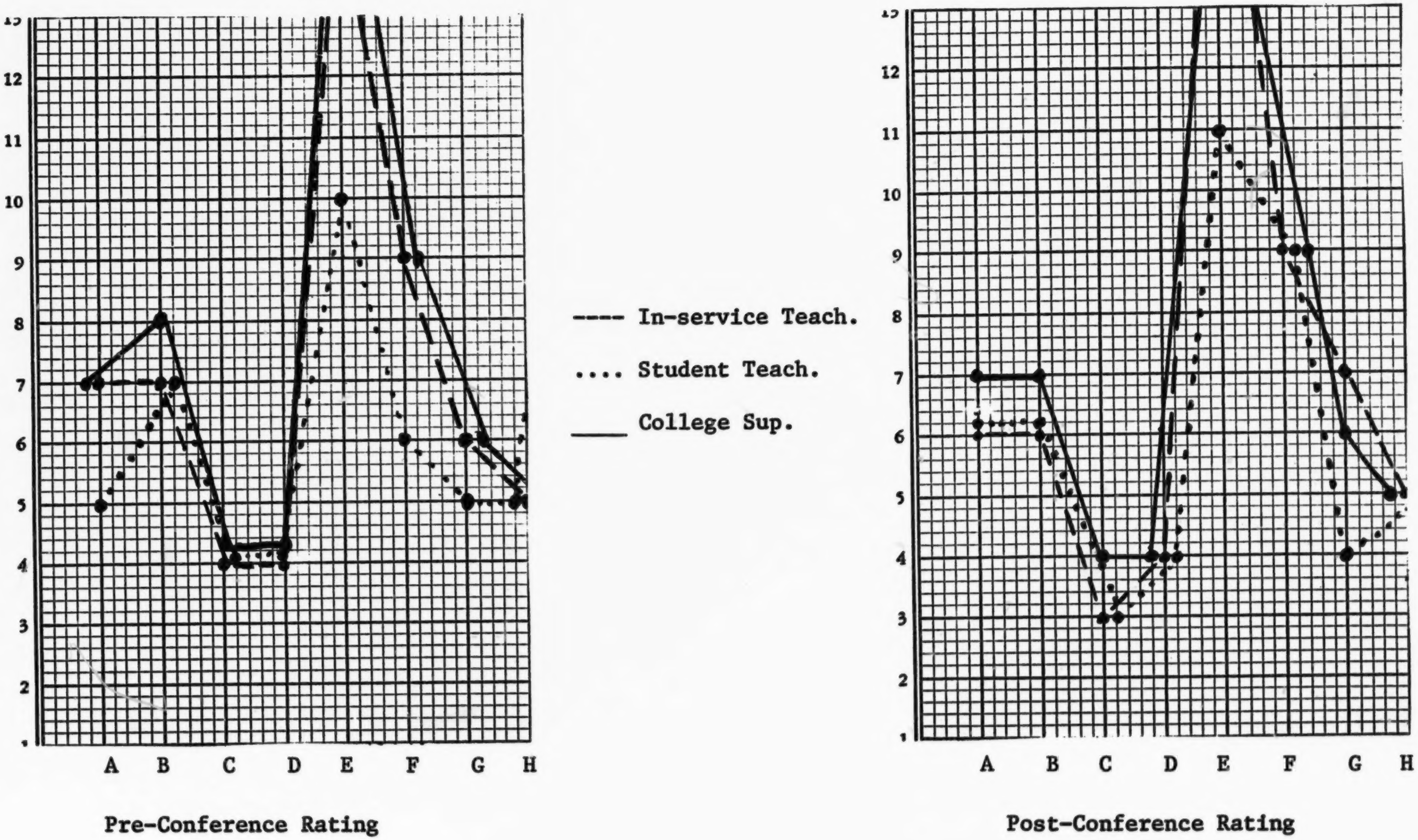
Comparison of Ratings of
Video-Taped Teaching Demonstration J



Pre-Conference Rating

Post-Conference Rating

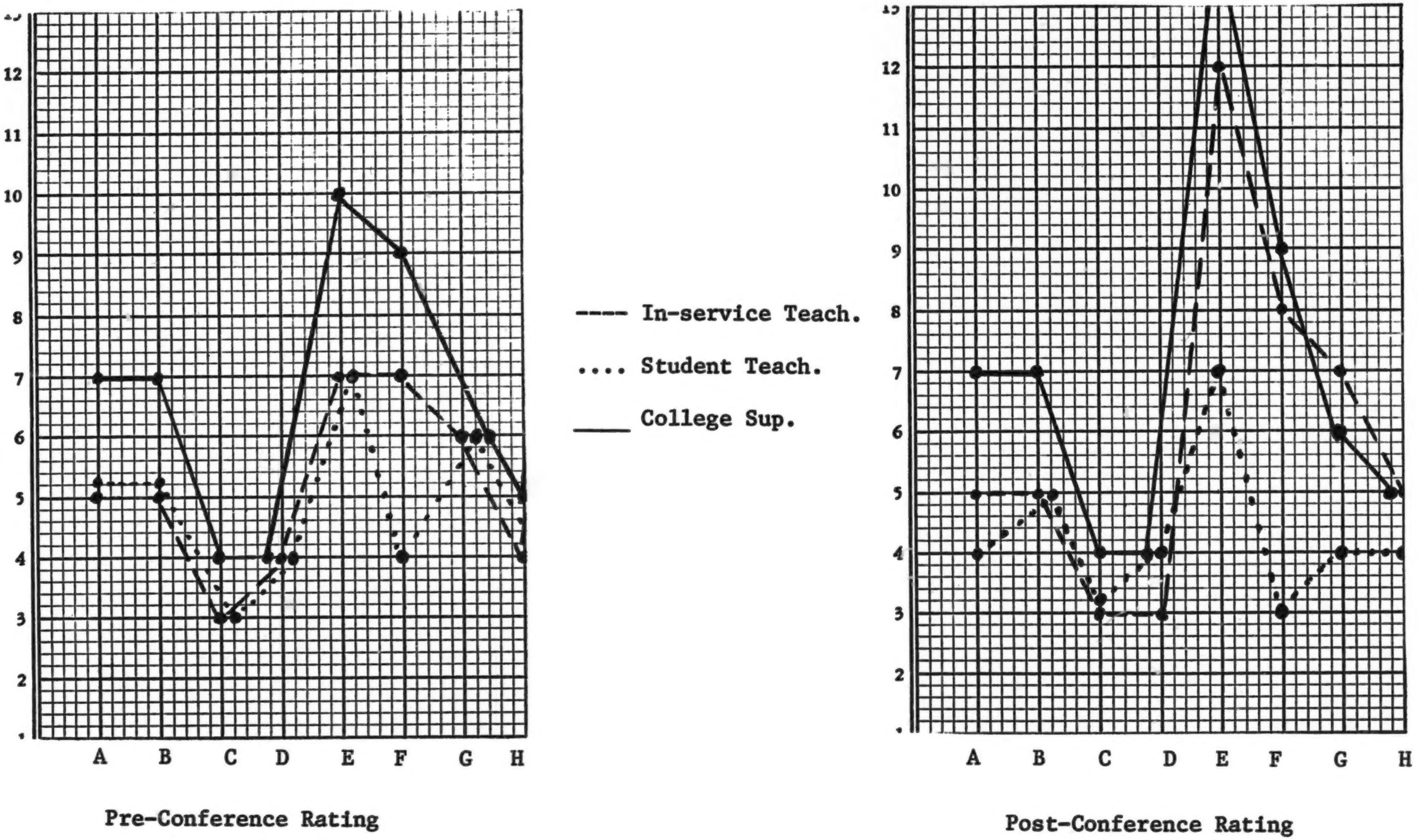
Comparison of Ratings of
Video-Taped Teaching Demonstration K



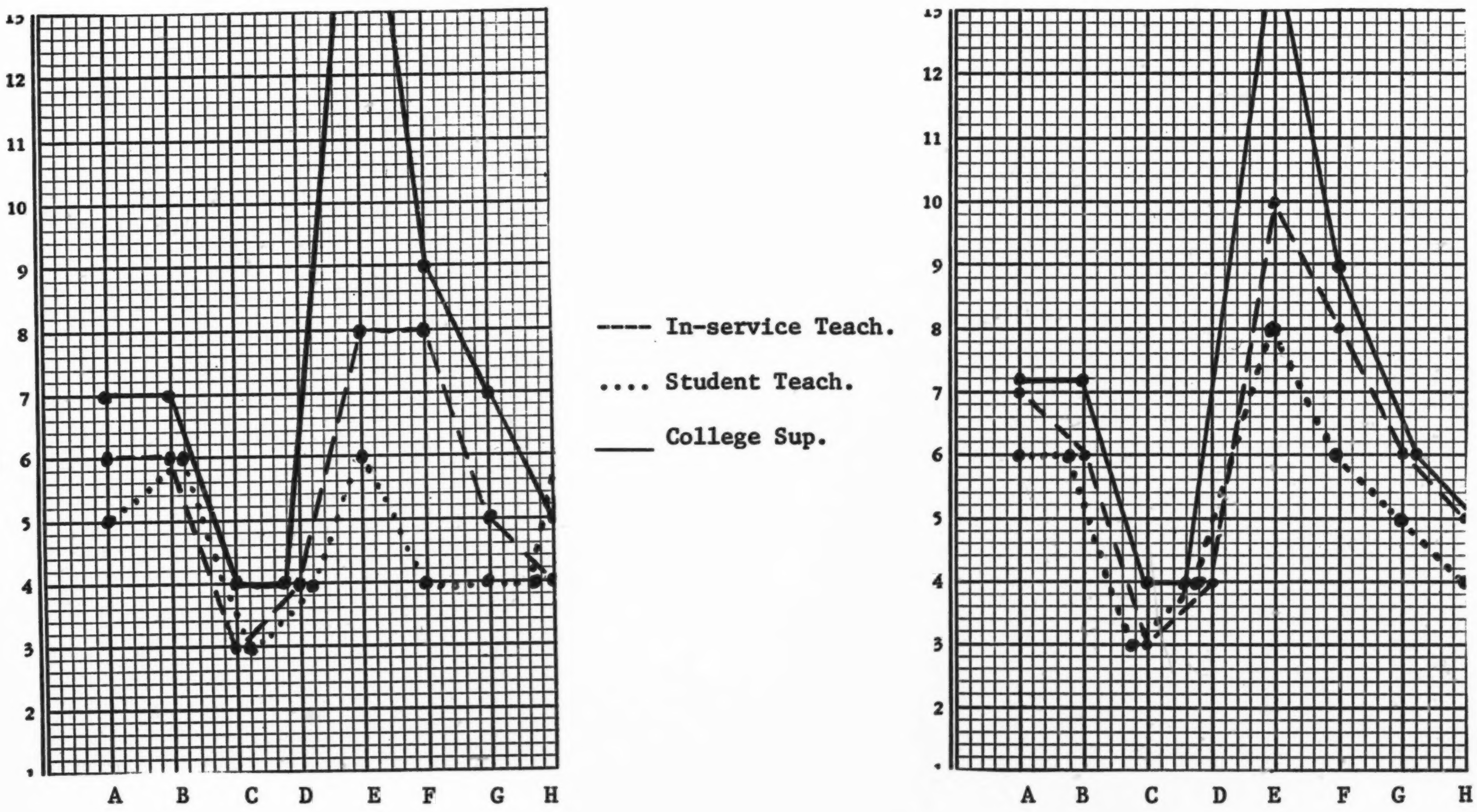
Pre-Conference Rating

Post-Conference Rating

Comparison of Ratings of
Video-Taped Teaching Demonstration L



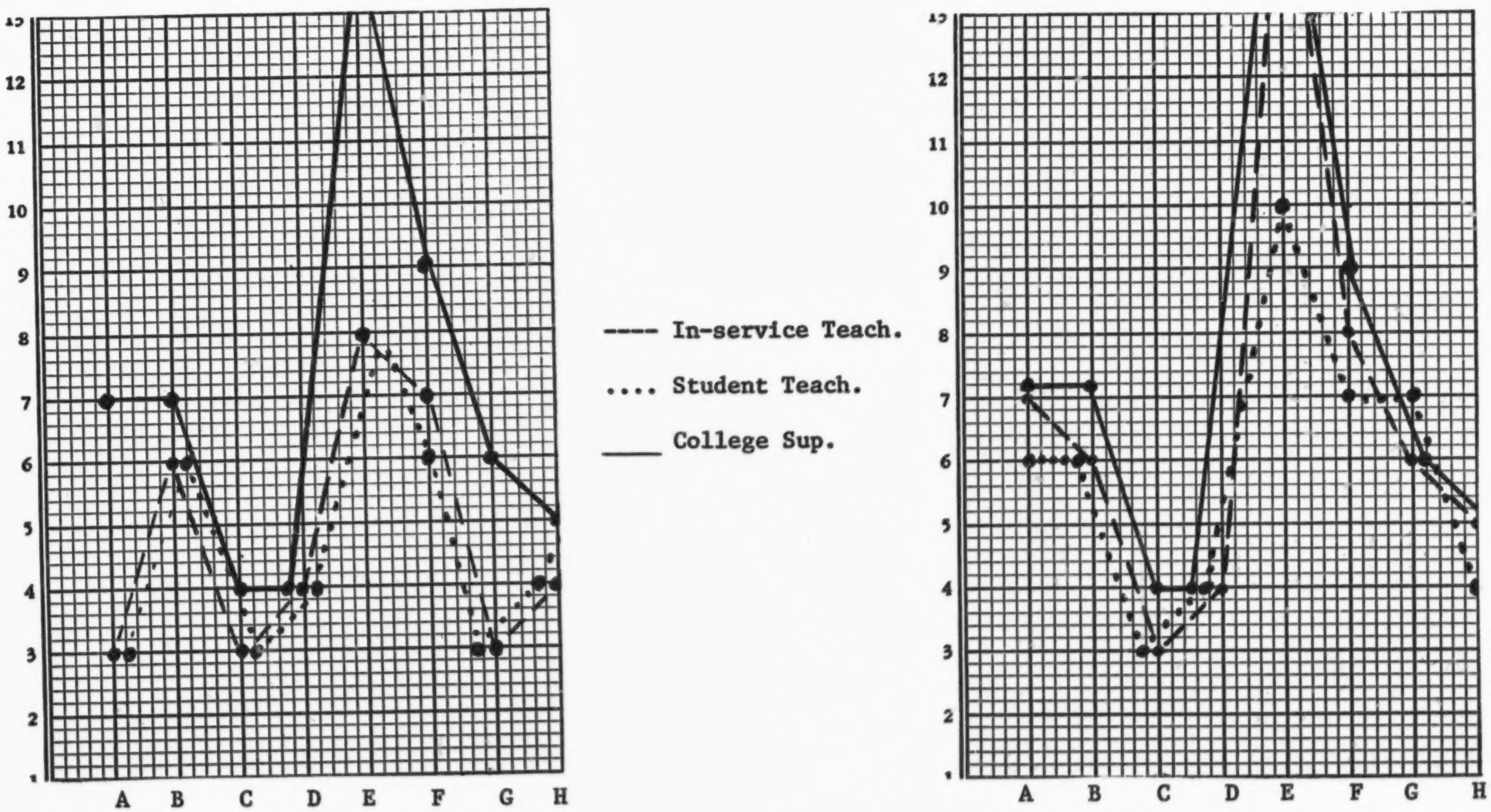
Comparison of Ratings of
Video-Taped Teaching Demonstration M



Pre-Conference Rating

Post-Conference Rating

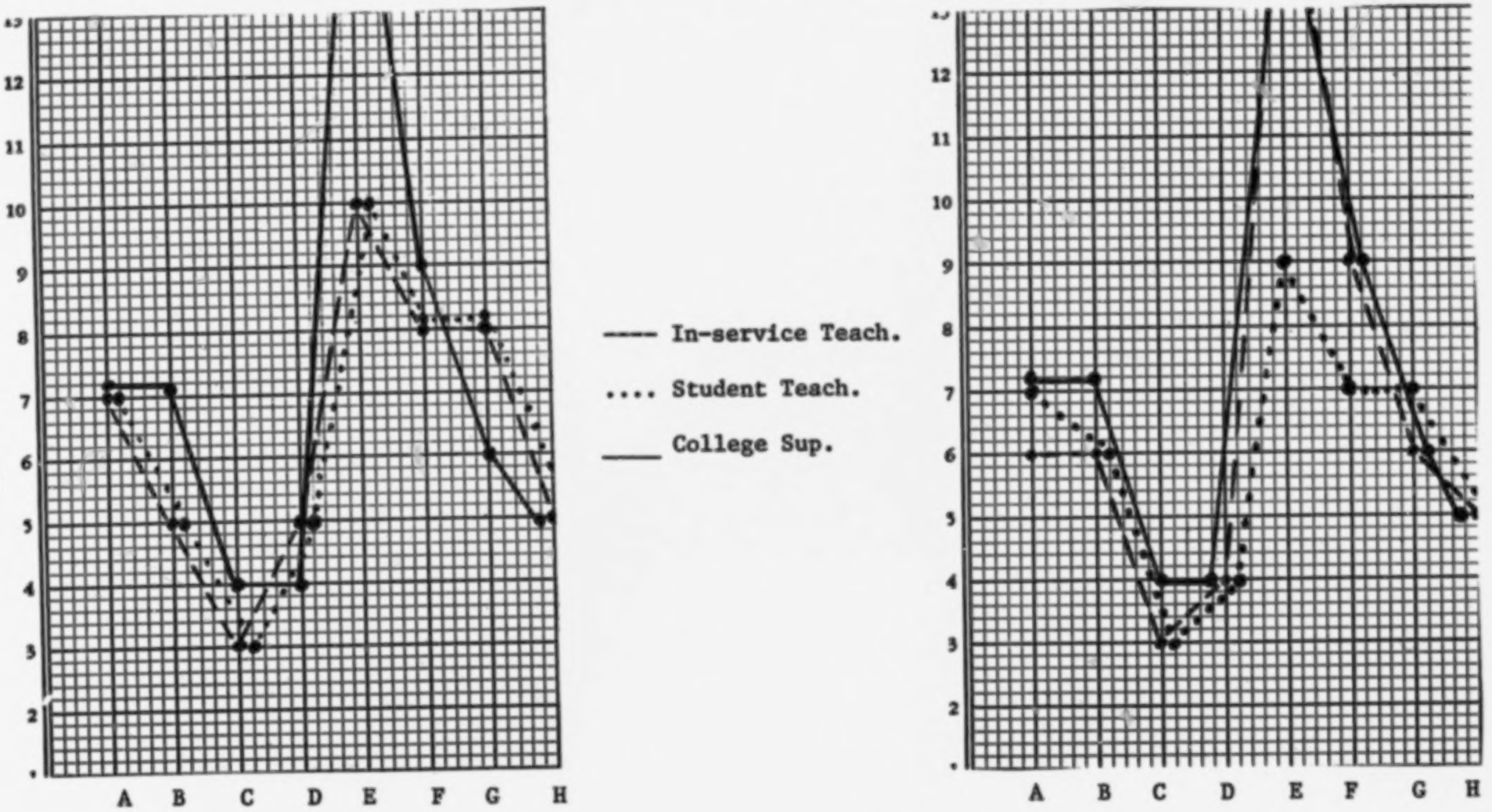
Comparison of Ratings of
Video-Taped Teaching Demonstration N



Pre-Conference Rating

Post-Conference Rating

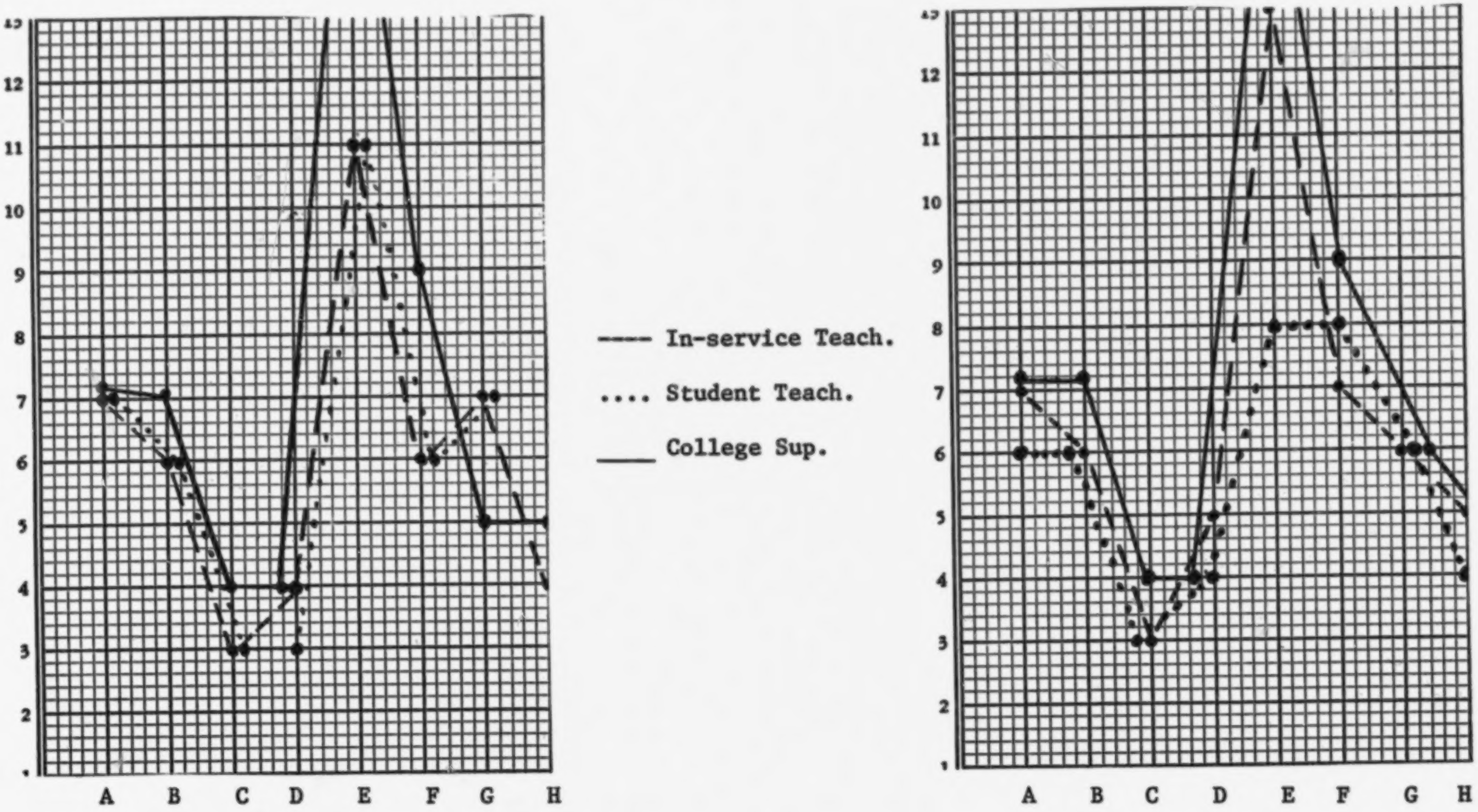
Comparison of Ratings of
Video-Taped Teaching Demonstration O



Pre-Conference Rating

Post-Conference Rating

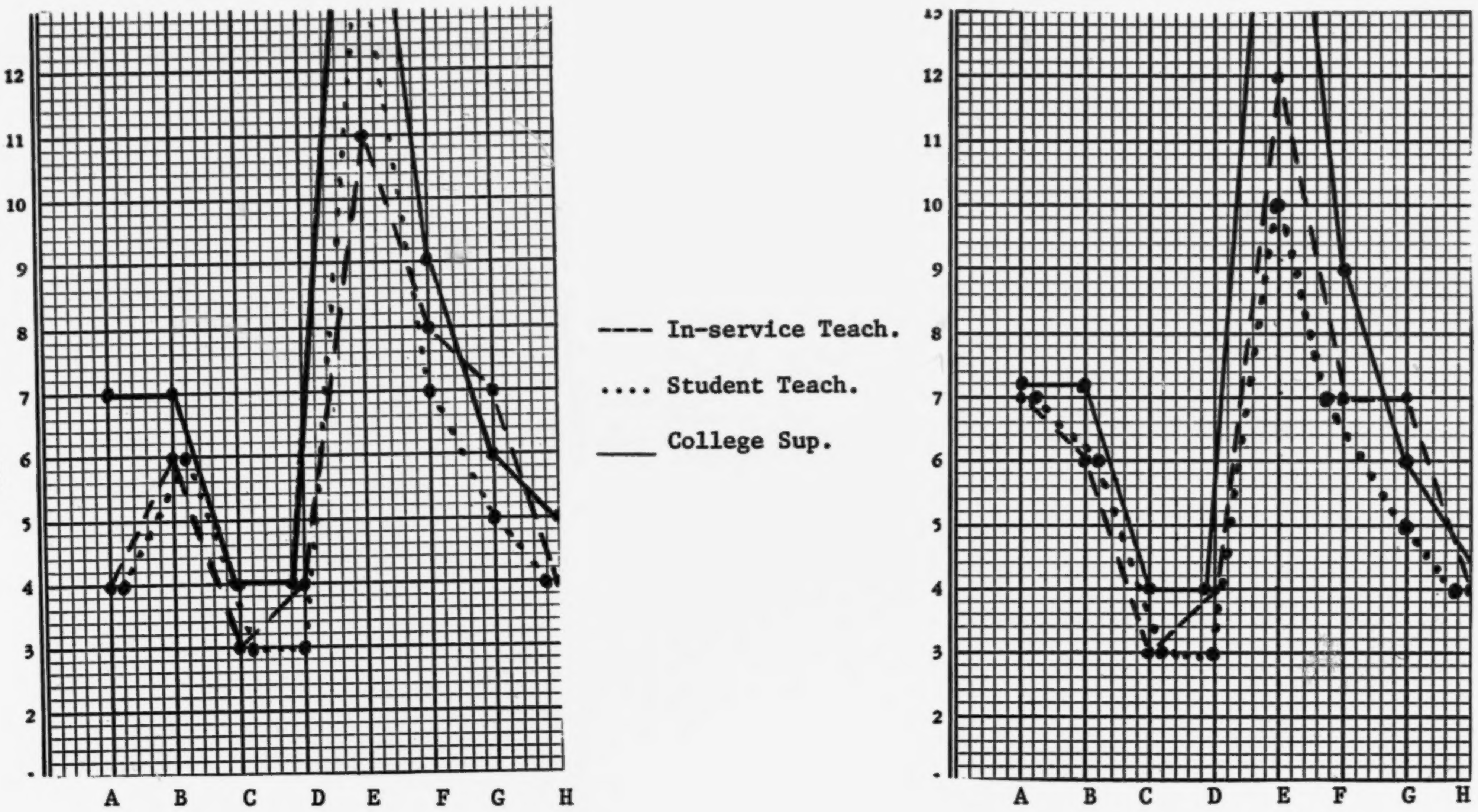
Comparison of Ratings of
Video-Taped Teaching Demonstration P



Pre-Conference Rating

Post-Conference Rating

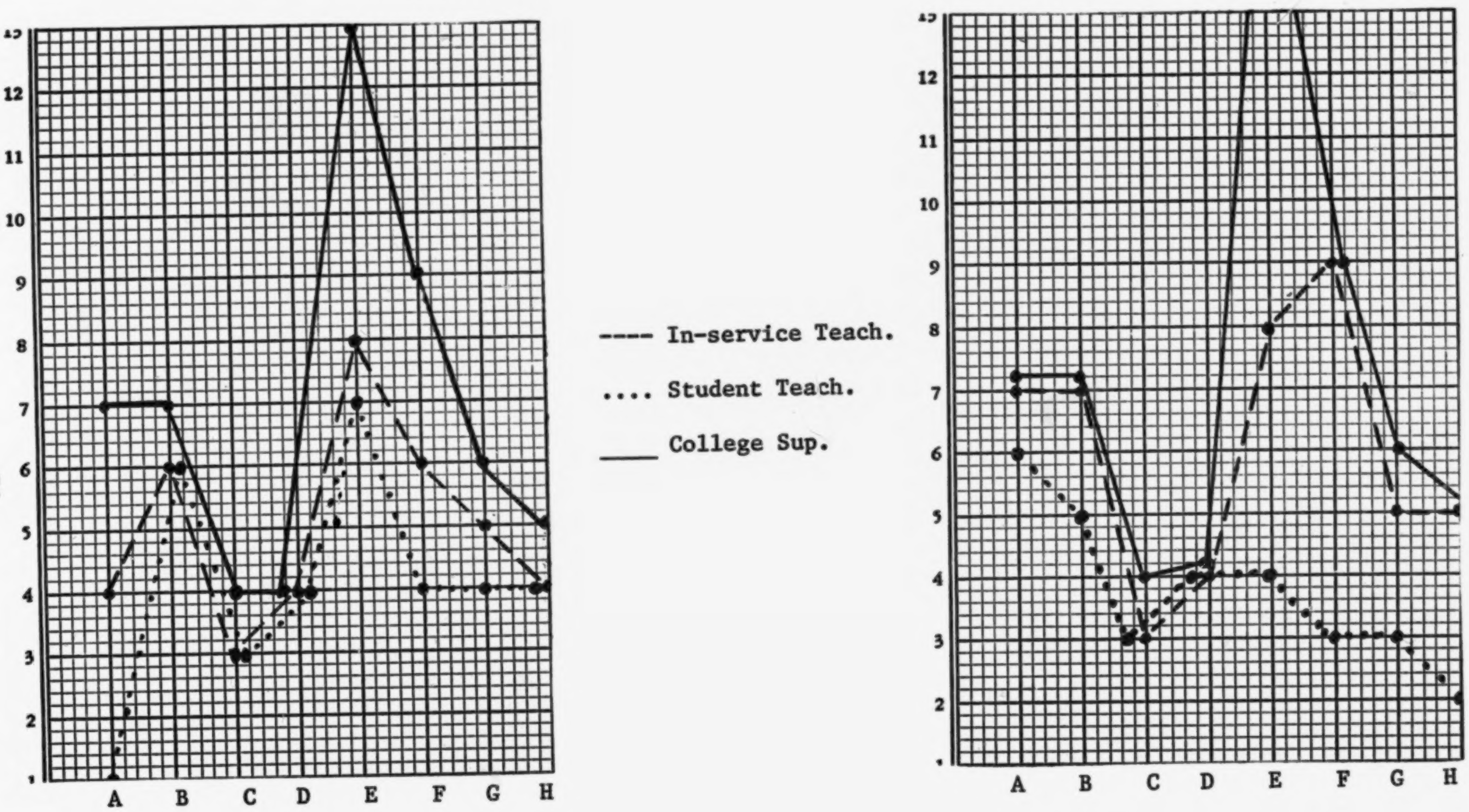
Comparison of Ratings of
Video-Taped Teaching Demonstration Q



Pre-Conference Rating

Post-Conference Rating

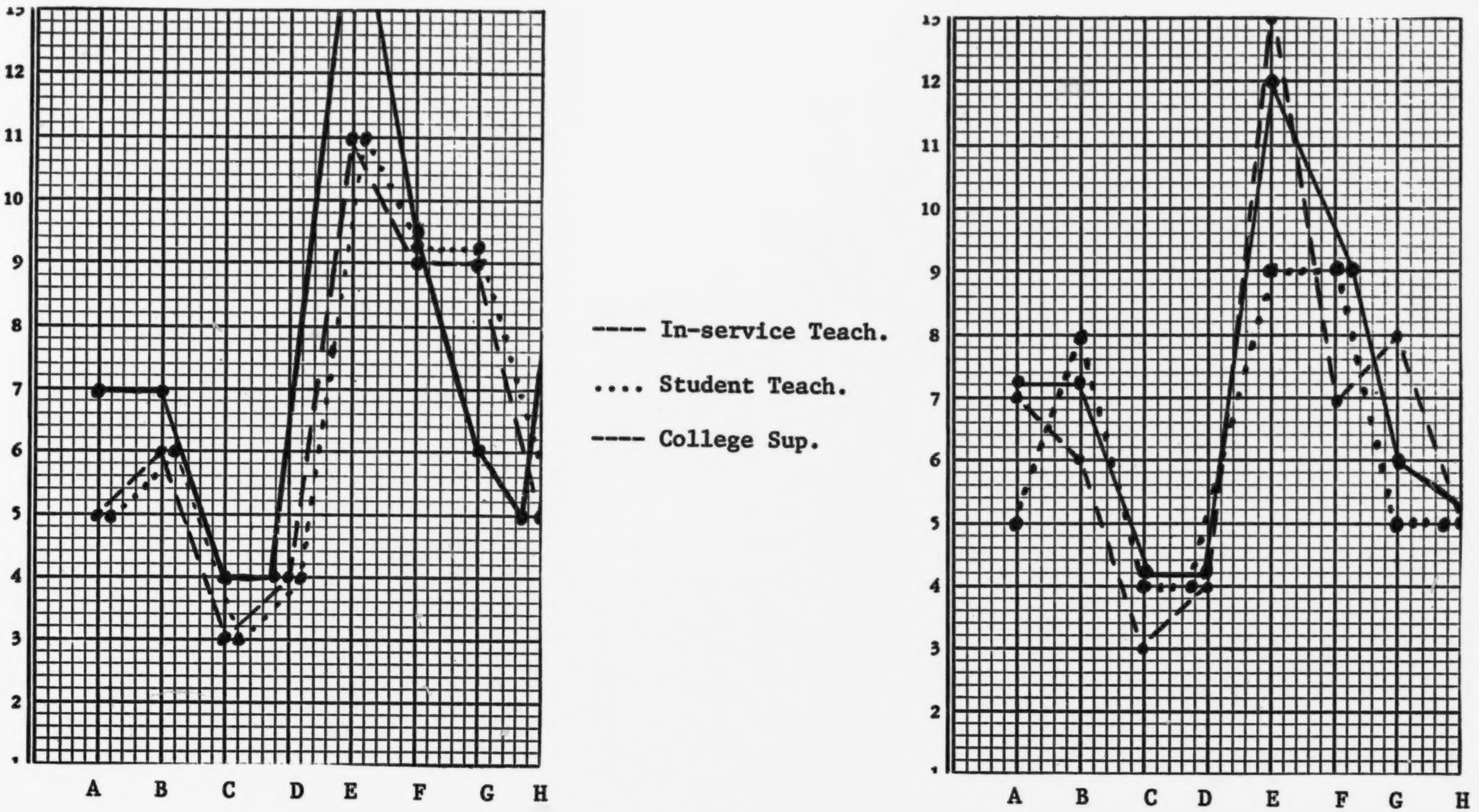
Comparison of Ratings of
Video-Taped Teaching Demonstration R



Pre-Conference Rating

Post-Conference Rating

Comparison of Ratings of
Video-Taped Teaching Demonstration S



Pre-Conference Rating

Post-Conference Rating

Comparison of Ratings of
Video-Taped Teaching Demonstration T

APPENDIX E: Bibliography

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ABSTRACT

In order to improve classroom climate, a social-emotional development program was undertaken in grades one through six. Video-taped teaching demonstrations were filmed in twenty classrooms. Cooperating teachers in the public schools guided the work of student teachers who presented the teaching demonstrations. Through this approach it was found that more than one dimension of a social-emotional development program for Spanish-speaking children in an elementary classroom could be filmed on a thirty-minute video-tape, and for this study the dimensions were: Differentiation, Social Organization, Initiative, Content, Variety, Competency, Climate-Teacher, and Climate-Pupil. There were significant differences in large group ratings of the entire series of video-tapes on all dimensions except Content. Comparison of ratings of video-taped lessons indicated that there were also differences in pre-conference and post-conference ratings by cooperating teachers, student teachers, and college supervisors. The differences in the ratings of the demonstrations by the three groups indicated that they had a tendency to perceive different things when observing the same lessons. The finding that conferences led to ratings in the predicted direction on Differentiation, Variety, Competency, Climate-Teacher and Climate-Pupil indicated that conferences did have positive value in improving communication between cooperating teachers, student teachers, and college supervisors.

81